

Polys transfer technology

by Paul Fletcher

Polytechnic directors in London have agreed to recommendations from an experimental working-party to rationalize courses in polymer science and technology in the capital.

The recommendations mean that the Polytechnic of North London will lose its department of polymer science, and arrangements will be made to transfer staff and academic work to the Polytechnic of the South Bank.

No action is to be taken on metallurgy and metal science, another field investigated by the committee, although it was considered desirable for the work to be located in one institution as a strong engineering school. South Bank and City of London Polytechnic will continue with their departments for the present.

The recommendations came from the so-called Hayes working-party, named after its former chairman Dr Norman Hayes, set up last year.

by the Inner London Education Authority to begin the process of rationalizing courses in the capital. It was later joined by representatives of the five ILEA-controlled polytechnics.

The Hayes committee found only 42 students had enrolled on polymer science courses in the three years up to 1979-80, and closing down one department would bring large savings and create one strong viable department.

In metallurgy it found 103 full time students at City Polytechnic in 1979-80 and just 37 at South Bank. But it felt unable to recommend merger because of accommodation difficulties, small savings, and because the course provided important balance for work at City, and merger was opposed by South Bank.

The working party was seen as a pilot project by ILEA. But the Committee of London Polytechnic Directors (CLPD) this week effectively ruled out any chance of cooperation

in further rationalization under the same terms.

The working party based its decisions on discussions with the staff involved, on written submissions, and on a tour of the facilities, and on comparisons of student demand and academic standards.

Dr Norman Hayes, director of Thames Polytechnic, said: "There is no question of us repeating this kind of exercise. In future such decisions can only be taken with reference to the whole future and development of a particular institution."

The CLPD is worried that individual polytechnics could end up losing courses that may have low student demand but are important in the overall balance of the institution. They want clear discussion of the aims and intentions of polytechnics to take place first.

London polytechnics have begun meetings with ILEA to discuss next year's block grant allocation. They are hoping a commitment for level-funding will be honoured.

Hitch makes technicians by-pass pay machinery

by David Robbins

Leaders of the university technicians are short-circuiting their national pay bargaining machinery after what they regard as a serious hitch over the latest offer from their employers.

An offer was made last week of an 18-month deal giving technicians 9.9 per cent from October 1 and a further 8.5 per cent from July next year.

Just 30 minutes before their leaders were due to consider it, they were told by the employers' side that there had not been time to carry out the required consultations, and that they were not yet in a position to confirm the offer.

Now Mr Russell Miller, the Association of Scientific, Technical and Managerial Staffs national officer in charge of the negotiations, has suggested the failure to confirm means that the offer must be regarded as in jeopardy.

"This action destroys the credibility of the negotiating machinery and I shall be making the strongest possible protest to the employers' side," he has told local union officers.

Already ASTMS general secretary, Mr Clive Jenkins, has written to Sir Alex Morrison, chairman of the Committee of Vice-Chancellors and Principals, in protest suggesting a meeting and pointing out that it is the second time a hitch has occurred in the current round of negotiations.

"I have called for a full report of the situation to be presented to the next meeting of our national executive when we shall be considering what advice we can give to our members in the universities and what support we can offer them," wrote Mr Jenkins.

Meanwhile local university branches are being asked to seek a meeting to sound out each employer on the offer. If universities fail to give this individual endorsement technicians are being called on to take protest action.

The union has accepted that the

offer has not been formally drawn, and the employers' officials are surprised at the hostile line being adopted.

"We were not able to complete the consultations with the separate university employers, University Grants Committee, Government and the CUP and the 36 hours we were given," said Mr Ron Hayward, the central secretary of the central council for non-teaching staff in universities.

Consultations usually took 14 days. For a number of years all we have had to do is to provide some indication of the future demand for graduates by "broad subject groups", but warns against overreaction to cyclical changes in the job market.

The report, *Higher Education and the Employment of Graduates*, has taken several months to prepare. Ministers and officials in the Department of Education and Science had hoped it would provide the basis for a "broad steer" of subject priorities in universities and polytechnics.

Recently Dr Rhodes Boyson, the under secretary for higher education,

said the object of the exercise was to see whether it would be feasible to relate the higher education system to long-term economic and industrial factors.

He added: "What I want to see emerge is not a specific manpower plan for higher education but rather the attainment of a balance to ensure the rationalization of existing resources and also to ensure, as best we can, that this balance corresponds to the likely demand of its output."

But the cautious tone of the report, drawn up by the Department of Employment's Unit for Manpower Studies, is likely to disappoint DES ministers. It questions whether confident predictions can in fact be made about future demand for specific kinds of graduates.

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October 31, 1980 No 417

Whitehall warning on planning

by Peter Davis

The Government should be cautious about attempts to introduce manpower planning for higher education, says a major report due to be published next week by the Department of Employment.

It says it would be possible to provide some indication of the future demand for graduates by "broad subject groups", but warns against overreaction to cyclical changes in the job market.

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The report says the general picture for the next 10 years is that the employment prospects of new

graduates from all subject groups are likely to continue to be good. "The unemployment rate for engineers continues to be lower than the rate for other graduates. Nevertheless, the demand for engineers and scientists, and to some extent business studies, will be affected by the overall economic climate in the early 1980s, so that their employment prospects will be worse than in the recent past."

It will be important, therefore, not to overreact to cyclical changes in demand for those graduates, or for places on these courses when making adjustments either upwards or downwards in the scale of provision.

Even some science graduates may find it difficult to get specialist jobs in the late 1980s, the report says. "The major requirement will be for able, preferably numerate people, who have been through the

higher education system."

The report divides graduates into four broad subject groups. They are: engineering and technology; science; business and social studies; and arts. It says that demand for good arts graduates will continue to find it difficult to enter suitable work.

Official publication of the new report will come only a week after the publication of the Commons Select Committee report on higher education, which describes manpower planning for higher education as impractical.

At a press conference Mr Christopher Price, MP, the Select Committee's chairman, said the Department of Employment report had reached his committee late to be incorporated but would probably not have influenced the committee's final report.

Select Committee urges more course freedom

by Ngaio Crequer

Choices made by informed students and far less planning and control by the Department of Education and Science should determine the future of higher education, MPs have recommended.

The report of the Education, Science and Arts select committee, published this week, calls for greater freedom to decide their own courses. It also calls for the beginning of the end of the binary system, urges positive steps to encourage more school-leavers and adults to take up higher education and wants far more openness from educational bodies.

Mr Christopher Price, MP for Lewisham West and chairman of the committee, said that when the committee began its study there had been an implicit understanding that the DES should exercise more control. "We do not agree. We do not see the planning they have in mind as properly their job. We make a very great distinction between planning and forecasting. Informed student demand is quite a good way of planning higher education and very much better than having bureaucrats doing it."

The report says: "National systems of course control from within the DES (are) wasteful of manpower and dilatory and inefficient in practice." Nor was there much support for broad guidelines on subject priorities and it was impracticable to allow manpower planning to be a useful planning guide for higher education because of the fluctuations in the market.

The committee was critical of the timeliness of some of the statistical information provided by the DES. There should be more up-to-date information available to students to enable them to make choices about courses.

regional staff inspectors should stop approving higher education courses and that Her Majesty's Inspectors should confine their role to non-advanced further education. Regional advisory councils should also be abolished, although some of their duties should be performed by a smaller organization.

The report also recommends the setting up of a new national body, a Committee for Colleges and Polytechnics, to give advice about the finance, administration and planning of advanced further education in the maintained sector. There should be a joint secretariat with the University Grants Committee.

Mr Price said: "The difficulty is that whereas the university sector concerns the totality of higher education, higher education outside is rather described in terms of courses rather than institutions. It seems slightly different, whereas we see this body, the CUP, and in particular its liaison with the UGC, who admitted they really did not know what was going on in the colleges and polytechnics, as the beginning of the end of the binary system. The emphasis must be on bringing the system together in a pluralistic framework."

He said there should be much more openness in the way higher education organizations behaved. The committee had discussed recommending that the UGC should be a completely open body, but had decided not to go quite that far.

But the UGC "should no longer seek to operate on a London clubby basis, which might have been appropriate in 1919 when it was founded but is certainly not appropriate in the 1980s."

Mr Price said the committee was very concerned about the age particularly concerning about back page courses.

Strong pound fails to help science budget

by Robin McKie

Science Correspondent

Britain's Science Research Council could be more than £7m overspent this year, unless the Treasury reverses its plan to keep savings that have come from the strong pound out of the Science Research Council's contributions to international scientific institutions.

To overcome this the council will require "a supplementary vote" of money to its present £201m budget which the Treasury will deduct from the SRC's allocation for 1981/82. This will result in further cuts in SRC expenditure next year and a package of proposals to implement it is to be discussed by council at its meeting on November 19.

The cuts will come in two forms. First, there will be a slowdown in major laboratory programmes. This would delay expenditure and work on major new facilities at the Rutherford, Daresbury and other laboratories and instruments such as the new 4.2 metre telescope to be built in the Canary Islands.

The second type of cuts will take the form of a moratorium on grants, with universities being asked to delay applications and council committees taking longer to give approval. This proposal could lead to some division at the council meeting for some science board representatives, who control funds for areas such as basic chemistry, physics and biology, would rather see the cash saved by drastically cutting back money for the expensive Spallation Neutron Source at Rutherford.

This view will be opposed by senior SRC officials who feel the council is now too committed financially to the machine. Other measures could include a ban on recruitment.

A major cause of the overspend crisis has been the science board exceeding its cash limits by about £3m, although problems have arisen over the £1.2m cost of new buildings at the Rutherford Laboratory.

The SRC had hoped to recoup much of this money following the rise of the pound over the past year. The council's payments to CERN, the European Organization for Nuclear Research, in Geneva, last year amounted to £25.25m. Estimates of savings this year vary between £4.5m, although the Treasury has not yet calculated the exact amount.

It has told the SRC that the council will not be allowed to keep these savings.

The SRC has appealed to the Department of Education and Science, which has agreed to take up the appeal with the Treasury.

East Midlands group formed

by Patricia Santinelli

Lack of central government initiative in introducing a new national pattern of regional organization for teacher education has led to the creation of a new regional group in the East Midlands.

The East Midlands Regional Consultative Group on Teacher Education held its first meeting at Nottingham University last week. It is designed to fill the vacuum created by the demise of the East Midlands steering committee earlier this year. The latter came into being as a result of a series of meetings following the James report.

The consultative group was convened by professors of education at Nottingham, Leicester, and Loughborough universities, bringing together representatives of five local education authorities, nine teacher training institutions (including three universities), the Regional Advisory Council, the Council for National Academic Awards, the National Association of Teachers in Further and Higher Education and teachers' organizations.

Professor Maurice Craft of the school of education at Nottingham University, and elected chairman, said the body was not a statutory one, with no powers, politically neutral, and designed solely to promote the exchange of information on teacher training matters between all interested parties in the region.



Leicester Polytechnic has caught Metro fever, mounting a special exhibition of the story behind British Leyland's new baby, Seventy-five Years of Austin Motors, including £100,000 worth of vintage cars. Students have composed Metro tunes and devised Metro quizzes. Two students from the fashion design course, Jennifer Oliver (left) and Tracie Hamilton, both 21, are seen above discussing exhibits for their Metro gear show.

NUS funds

from page one

At the issue are the number of sub-federal officers in the union, affiliation to NUS and the stated policy aims of the union.

Mr Al West, students union president, said: "We think the polytechnic has no right to freeze funds. This is a foretaste of what could happen under the new rules which colleges will be able to say they have no money and not have to pay for anything."

At Middlesex Polytechnic, the students union has accused college authorities of interfering with its autonomy because they have refused to help fund an overdraft of £37,000 and told the union how to spend its money.

The union has attacked the polytechnic governing council for awarding it a grant increase this year of 2.2 per cent, the lowest in the country, and for threatening to spend at least half the money on services and not on staff.

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The NUS is planning to bring a case to court on the services and facilities run by student unions.

Tory MP backs APT claim

A Conservative MP has backed the Association of Polytechnic Teachers in its claim for national recognition and a seat on the Burnham further education committee.

Mr John Patten, MP for Oxford, has written to Dr Rhodes Boyson, under-secretary for higher education, suggesting that APT should get a Burnham seat.

APT has about 125 members at Oxford Polytechnic, but of a total of 400 staff, he said. "But APT has no representatives on Burnham while the National Society for Art Education, which has no members at all in Oxfordshire, has one."

"I have no particularly strong views about how good APT is," said Mr Patten.

Mr Patten, a member of the Association of University Teachers, said: "But if substantial numbers of people are involved in it, then it should be recognized on Burnham."

The Secretary of State for Education, Mr Mark Callie, is currently considering whether the Burnham committees should be re-constituted.

Mr Patten has also drawn the minister's attention to the post-entry closed-shop agreement with the National Association of Teachers in Further and Higher Education at Leeds, which effectively excludes lecturers who belong only to APT from applying for jobs at the polytechnic.

Rows threaten engineering authority

Arguments among Britain's engineering institutions are threatening to jeopardize the future engineering authority, despite last week's call by Prince Charles for them to settle their differences.

The main dispute continues to affect the Institution of Electrical Engineers, where a call for a general meeting to hear attacks on its leaders for accepting Sir Keith Joseph's plans for a new authority has not yet been accepted.

There is now serious concern among some members about the institution's ability to arrange the meeting.

SSRC rejects applications

Major research proposals put by academics to the Social Science Research Council are being turned down for lack of funds.

In the last round the council's research board was forced to turn down 12 per cent of highly recommended applications. The next round is expected to be even more severe.

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Russian courses close at Ulster

The Russian department at the University of Ulster is to be closed and there will be no further intake of students.

The handful of students allowed on course will continue to sit at but teaching will cease at the end of 1982. One member of staff was on a temporary appointment as a lecturer in Russian studies.

The University Grants Committee report, which recommended a severe reduction in provision of Russian studies in universities, said there were no rational grounds for maintaining Russian in more than one university.

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Microbiology just like that

Not every professor can produce hot coffee from a newspaper. But that's only one of the special skills of Professor Edwin Dawes of Hull University's biochemistry department, who practices magic as well as microbiology.

And under the guise of delivering the American Medical Association Lectures at St Andrews University next week, the professor will amaze and astound his audience with a special magical performance.

Professor Dawes has no worries about facing academics well versed in scientific procedures. He said: "The more intelligent the person, the more easily he will be fooled by a magician's techniques. This is because the intelligent watcher is familiar with the laws of cause and effect."

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Six committees should help cooperation

In a major initiative to increase co-operation between local government and the universities, the Department of Education and Science is to create six committees to study local education planning across the country.

Mr Richard Bird, the DES's new deputy secretary with responsibility for higher education, has invited the universities and polytechnics to create six committees to study local education planning across the country.

Mr Bird said the committees would be made up of representatives of the universities and polytechnics, and would be responsible for studying local education planning across the country.

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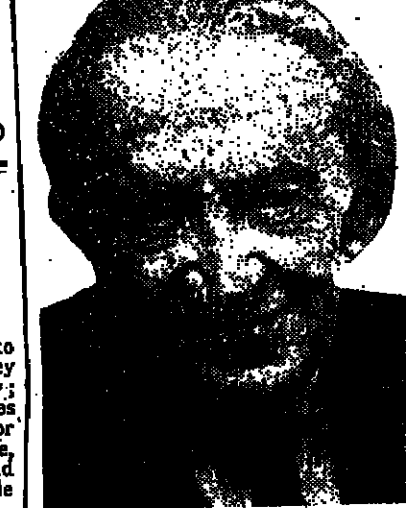
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NELP proposal to abandon site

by David Jobbins

Possible closure of at least one department and a complete withdrawal from its Waltham Forest campus by 1985 are key components of North East London Polytechnic's latest development plan. The plan, covering the decade 1980-1990, suggests a substantial building programme at the remaining Newham and Barking precincts and assumes a linear growth in student numbers from 4,168 earlier this year to 5,640 by the end of the decade rising to 7,400.

The threatened department, applied economics, was given a one-year reprieve earlier this summer, and academic staff were this week trying to establish whether its omission from the plan meant it was now finally to be abandoned. A polytechnic spokesman confirmed the omission was deliberate. "This plan—it is only a draft and can be amended—was drawn up by a working party of the governors' policy and resources committee. Applied economics was deliberately left out because account was taken of resource limitations and pressures created by the move of other departments from Waltham Forest," he said.

The draft plan in the possession of The THES places the blame for withdrawal from Waltham Forest squarely on Mrs Margaret Thatcher, who as Secretary of State for Education, blocked NELP's 1973 plans to develop on three major sites. At that time, Mr Norman St John Stevens, then a junior education minister, said that planning for the immediate future should concentrate on the major sites in Barking and Newham.

The new plan does just that with an ambitious building programme to back up a withdrawal from Waltham Forest of the departments within the environmental studies faculty, which is to disappear. It was being decided by the polytechnic's academic board this week, and tomorrow is to be examined at a seminar in which lecturers and support staff's unions will be represented.

Smallpox safety watchdog to be replaced

The much-criticized Dangerous Pathogens Advisory Group is to be scrapped, it was announced last week by Mr Patrick Jenkin, secretary of state for social services. It will be replaced by a new body, the Advisory Committee on Dangerous Pathogens, which will have wider terms of reference and a broader membership.

The committee, which will advise on general safety controls for laboratory work with pathogens, will have a chairman, 10 expert members, scientific members, five employers' representatives and five representing employees. The present group was attacked following the Birmingham smallpox outbreak for the narrowness of its members, who are all purely medical experts.

London lecturers attack university inquiry's 'naivety'

by Ngalo Crequer

London University lecturers have attacked the Swinerton-Dyer committee on academic organization, accusing it of naivety, infringing on academic autonomy and unfair reference to named posts.

The submission to the committee, which is inquiring into the future of medical studies at the University of London, is particularly scathing. The London Association of University Teachers warns against trying to be both judge and jury of academic excellence. It also says it will resist any attempt to make academic staff redundant. "The association says the two main tasks facing the universities are the need to educate the public and politicians about the value of universities; and to use the resources of potential students. It calls on the committee to act openly and avoid some of the mistakes of the Flowers committee on

NUS campaign to reverse funding plan

by Paul Flather

The National Union of Students is carrying out threats made in the law over student union financing has called for a one-day strike on November 28 with national demonstrations in London and Glasgow to protest against the Government's new proposals.

The NUS has been pressing the Government to amend the rules and issue guidelines which will guarantee the autonomy of the 750 student unions in the country. After a meeting last week with Dr Rhodes Boyson, the under-secretary for higher education, failed to produce any new reforms, the NUS launched a major campaign aimed at persuading the Government the new proposals are "irresponsible and ill-conceived".

Mr Tim Butler, chairman of the NUS, the coordinating committee, said: "It is ludicrous to put up a plan which assumes the polytechnic is going to double in size over the next 10 years and requires tens of millions of pounds in a week in which Government seems to be saying it will cut £2,000m off local government spending and when the polytechnic itself is threatening to make 62 lecturers redundant."

A lecturer in the threatened applied economics department described the plan as a "shoddy document" which was "not a basis on which an academic development plan discussion can take place."

At tomorrow's discussion NUS representatives will press for fuller consultations before decisions are made. The polytechnic authorities expect governors to take a decision on December 5, before it is referred to the three funding boroughs.

Already there are fears among senior engineering staff that the planned rapid transfer to Barking of the civil engineering degree may endanger not only its Council for National Academic Awards validation—but that of the mechanical engineering degree as well.

Polytechnic director, Dr George Brown, put his views on the development of polytechnics before the academic board this week. "We can rather than where we should, with the result that courses central to the goals of NELP, as well as some courses of quality, may suffer."

Survey of left-wing policy 'aims to combat propaganda'

An anti-Marxist survey of left-wing policy in education has been published which follows in the footsteps of Professor Julius Gould's controversial study.

A survey of left-wing plans for transforming education, by Common Cause Publications, of Fleet, in Hampshire, says it was prompted "by the realization that some left-wing organizations are exploiting the educational system of this country in order to influence the thinking of the younger generation."

This could be seen in the dissemination of large amounts of literature extolling communism, Marxism and socialism and from propaganda from activists in education, it claims.

The survey, consists of policy statements, potted histories and comment on a vast range of organizations including the Labour Party, the Socialist Workers Party, the International Marxist Group and the British Humanist Association. The

National Union of Students, the National Association of Teachers in Further and Higher Education, the National Union of Teachers and the National Union of School Students are also cited.

In further sections it lists committees, groups, events, speakers, publications and courses. This includes the 1978 Communist University of London, the Advisory Centre for Education, School Teachers' Council, the Physical Punishment, the National Confederation of Parent-Teacher Associations and the National Council for Civil Liberties.

In an epilogue the publisher says its method has been "to describe in their own words the aims of certain organizations in respect of education, and to note activities conducted by them in pursuit of their aims."

It has done this, it claims, to prevent the kind of criticism levelled at Professor Gould when he published *The attack on higher education: Marxist and radical penetration*.

It has called on student unions to lobby MPs in the four weeks leading up to the one-day strike to explain their case. The union would prefer implementation of the new rules postponed until 1982/3.

The Council for Local Educational Authorities has also been severely critical of the way the new proposals will work. Both CLEA and NUS accept that the reforms could help make student unions more accountable in spending public money.

But a paper being prepared by CLEA will highlight difficulties in trying to assess how non-advanced students paying widely differing levels and with differing modes of attendance, can be included under the new proposals.



Arms crossed, Lord Mackie of Benshie sits back while his students do the work in the run-up to his installation ceremony as Dundee University's new rector. Members of the sports union give him the traditional "rectorial drag" by hansom cab from Newport to the ceremony at Bonar Hall last week.

Conservative students' rift widens

The rift within the Federation of Conservative Students on the question of student loans grew considerably wider this week.

The national committee of the federation has overturned its longstanding policy against loans, and called for a £500 mandatory grant for all students with a supplementary loan available to make up the rest of the maintenance element. The current maximum grant is £1,695.

The committee has recommended that the loan should be paid back in the form of a graduate income tax, and that return of the loan should be guaranteed by the Government.

But 16 members of the federation have issued a statement stating the national committee for negotiating the members of the federation and for being out of touch with members in colleges who are definitely against loans.

"It is a pity that it is seen to be necessary to indulge in such misguided and ill-informed displays of political virility," says the statement signed by eight regional chairmen, three national committee members and two members of the National Union of Students' executive.

The federation is preparing a new policy in favour of a partial loan system. But the dissident members say the new policy is all the more surprising as it will not lead to savings and less bureaucracy.

Mr Peter Young, the national chairman of the federation, claims a broad range of support for the policy. He has particularly strong support from Scottish members. Any real clash between supporters and Mr Young's supporters will have to wait until next year's national conference.

Medical council cash returned

by Robin McKie

Britain's Medical Research Council is to regain control of a £12m share of its finances at present controlled by the Department of Health and Social Security.

The move follows last week's decision by the council that it would accept an offer from the DHSS to take over the cash allocation which represents a substantial addition to the council's present £56m annual budget. The money was taken from the council in the early 1970s following the Rothschild reorganization of the research councils and given to the department to contract research work directly through the council.

The council has battled constantly to have the money returned to its control for sudden cuts in DHSS funds often resulted in disproportionate drops in contracted research grants for council projects. By returning the cash to its control, through the Department of Education and Science and its "science vote" allocation to the research councils, the council feels its funding is now far better protected.

Dr S. G. Owen, second secretary of the research council, said it was "exceedingly pleased" about the finance reorganization. As part of the concordat set up by the council and the DHSS to finalize the deal, it was also agreed that the council would increase its spending on applied health services research. At present about 10 per cent of this, including money for medical

sociology and epidemiology work. This would be introduced slowly. "We don't expect a sudden jump in funding," Dr Owen added. "It will really depend on good proposals coming forward." The change in funding control does not mean that the committee will have new money at its disposal but will have more direct control of the £12m allocation, although it will free a small amount of cash, about £20,000, used to finance the bureaucracy that documented and accounted the customer-contractor arrangement between the council and DHSS.

The Public Accounts Committee pointed out this waste in a recent report. "It is a significant difference in bringing about this week's changeover announcement."

Compulsory training urged by two unions

by Patricia Santinelli

A call for the Government to introduce compulsory induction courses for college lecturers came from the leading lecturers' union and the Association of Principals of Colleges this week. The two associations staged a conference on lecturer training.

The National Association of Teachers in Further and Higher Education and the APC are mounting a campaign to persuade the Department of Education and Science to implement the recommendations of the Haycocks report made four years ago.

The recommendations were that untrained new entrants to full time lecturing should have prior experience should have part time release together with a period of block release.

Both associations feel that in spite of promises that implementation might be considered by early 1981 little progress has been made.

Speaking at the opening of the conference Mr Jim Richardson, NATHF president said that in view of rapid developments within further education such as Business and Technician Education Council courses as well as youth opportunity programme courses the situation was very grave.

"We maintain that now only months away from the target of

1981 there is an urgent need to make induction compulsory if teachers in further education are to be given the opportunity to undertake this very important and necessary training," he said.

But Mr Simpson of the DES said that against the background of expenditure cuts for in-service training recommended in the White Paper it was "impossible to make any commitment as to when induction courses could become compulsory for when 3 per cent of the teaching force could be released for such a purpose."

"I see no prospect of the Government dishing out extra resources to this area for the time being," he said. "So it is very much a question of making do with what we have."

Recently 13 centres have been approved for systematic induction training.

He stressed however that the DES was absolutely convinced of the need for training both new and experienced further education lecturers.

"So even though there are restrictions on resources the importance of staff development is greater not less. Relevant courses, and directions, we've got to be set up so that they are the work of the people who take time off to do this. It is up to all of us. We have to make it happen," Mr Simpson said.

Public sector student numbers 'will drop by 2 per cent'

The Government expected student numbers in public sector higher education to fall by more than 2 per cent over the five years 1979-1984. A Department of Education and Science official said this week.

Mr Edward Simpson, DES deputy secretary, told the conference that the fall in the number of young people entering higher education would reduce the number of lecturers employed.

"The further education teaching force is beginning to realize what we have been saying for some time," he said. "It is about to suffer the same kind of contraction as has been seen in other sectors."

Mr Simpson said that although student recruitment appeared to be buoyant this year, the shortfall in recruitment last year was more important.

The Government was also assuming that lecturer numbers would fall by about 4,000 between 1979-80 and

1983-84. The staff-student ratio could be extended to stable student numbers to increase if necessary.

The annual inflow of lecturers, which had already dropped from 6,000 in 1975 to 4,500 in 1979 might drop by a further 1,000 to almost half the 1975 level. But these were only approximate calculations.

Mr Simpson stressed that the projection in student numbers underlying the last White Paper would have to be revised for the country as a whole because of the increased recruitment this year.

Figures in the White Paper had indicated that expenditure on higher and further education would fall slowly from present levels until 1983-84.

St John's votes on co-education

St John's, one of Cambridge University's larger and richer colleges, has taken the first step towards opening its doors to women as well as men students.

A vote of the college governing body composed of all the fellows produced a majority in favour of the majority required in favour of amending the statutes to allow the college to be mixed.

The governing body will vote again on the issue at a meeting on November 23 and, if there is again a majority in favour, the proposed amendment will be submitted to the university's senate.

The issue was last raised at the college in 1877.

This would satisfy the requirements of the 1923 Oxford and Cambridge Act on amending statutes. It is thought unlikely that the senate, or Privy Council, will oppose the change. The second vote will be more keenly fought.

Single-sex colleges tend to find it difficult to maintain academic standards with applications falling, although applications to St John's have risen slightly up on the 1981-82 year. Dr John Hall, the senior tutor, said it would be unfortunate if all the Cambridge colleges were to be mixed.

The issue was last raised at the college in 1877.

CRE issues new guidance on sandwich course problems

by Charlotte Barry

Polytechnics and colleges must resist employers who refuse placements to overseas students on sandwich courses, according to new guidelines on racial equality published this week.

In spite of this establishments should take care not to refuse admission to overseas students nor prevent them from completing the course, say the guidelines drawn up by the Council for National Academic Awards and the Commission for Racial Equality.

The new document aims to help polytechnics and colleges provide genuine equality of opportunity for students of all races. It also intends to help them plan new courses and re-examine the entry requirements and regulations covering those already in use.

"Institutions should bear in mind the difficulties that people from non-English speaking backgrounds may have had in obtaining formal qualifications and ensure that the requirement applied is justifiable," it says.

The effects of entry requirements on different ethnic groups should be kept under review and students without a good command of idiomatic

English should be given special help. Institutions should persuade employers not to discriminate against British students from ethnic minorities seeking placements and they should consider referring the matter to the Commission for Racial Equality, the guidelines say.

"It would clearly be unlawful to discriminate in any way in admitting students because of any such difficulties or to comply with a request from an employer not to submit ethnic minority students for placements."

The guidelines add that polytechnics could introduce special recruitment campaigns to increase applications from ethnic minorities. They should also run preparatory courses for students from these backgrounds who lack the necessary formal entry qualifications.

In addition it should not be assumed that the educational field is free from conscious or unconscious racial and cultural bias, the document says. Institutions need to be alert to the possibility and to keep their curricula and teaching methods under review to ensure that no avoidable bias enters into the teaching or assessment of students.



Dr Carole Hackney, a research assistant at the University of Manchester Institute of Science and Technology, examines a locust being used in research aimed at finding a cheaper, more effective and safer pesticide. With colleagues in the biochemistry department she is helping to pioneer a technique involving the use of electron microscopes and the staining of nerves to identify target areas in insects' nervous systems, which would avoid harming animals or the environment.

Literacy cuts 'morally wrong'

Local authorities which cut grants to adult literacy schemes are "morally wrong", said Dr Richard Hoggart, chairman of the Advisory Council for Adult and Continuing Education, this week.

Speaking at the annual residential meeting of the council in Aberystwyth, he said that adult education is suffering very badly and as a result more than a proportionate share of cuts.

"However, I don't understand why any i.e.m. can cut like grants—it is morally wrong," he said. "Let's have mandatory money to give but if they don't begin to think and say to what they will give priority then they are reneging on their responsibilities."

Dr Hoggart was speaking during a review of the council's first three year term of office. Opinion was divided in the face of widespread criticism of the council's most recent discussion paper *Present*, have been more provocative.

imperfect which many felt was too tentative in its approach. Mr Billy Hughes, president of the Workers' Educational Association, thought that the major documents published so far had been widely misunderstood because they had set out both sides of the fence.

"I think the whole prestige of the council rests on whether positive answers can be given in future documents," he said.

He was backed by Professor Henry Arthur Jones, Vaughan Professor of education at Leicester University, who thought that too many expectations had been raised.

"Many people in the field thought we would ways a wand and put adult education into the higher echelons of higher education," he said. "If we are going to change public attitudes it must be through the laborious process of producing reports."

Mr Donald Gratton, controller of educational broadcasting at the BBC, thought that the council could have been more provocative.

Lecturer II jobs deal ends wrangle

Local authorities are being asked to make more senior posts available to attract lecturers in shortage subjects.

But the necessary agreement between employers' and union representatives has gained only narrow backing within the main public sector union, the National Association of Teachers in Further and Higher Education.

The deal in the Burnham further education committee ended a wrangle which dragged on since the Clegg commission drew attention to shortages among lecturers needing industrial and commercial experience or qualifications in accountancy, law, engineering and building crafts.

It embodies the proposal put forward by Clegg for an increase in the proportion of lecturer 2 posts in these areas.

The Burnham FE committee found a way of widening the discretion of local education authorities to appoint lecturer 2s. For courses leading to the ordinary national certificate or its equivalent, the upper margin was increased by 5 per cent to give a range of 40-70 per cent of posts at lecturer 2s level. For the lowest category (category

five which comprises O levels) the agreed increase was 10 per cent to give a range from 15 per cent to a new top of 35 per cent.

The agreement is being backed up by a joint letter to all education authorities seeking talks with recognized unions to identify shortage areas and emphasizing the further discretion at their disposal.

They are being asked to tell the Burnham FE committee of action being taken at local level by March 1981.

Major fears expressed on Naffhe's salaries standing advisory committee centred on the conviction that many authorities were already failing to use what discretion they had and the uncertainty that the extra freedom could be used to try to solve the problem. There were also misgivings that Naffhe—by becoming involved in selecting shortage subjects—was implicitly saying which of its members might gain promotion and which might not.

The decision to recommend the deal to the executive was carried by only a couple of votes. The committee agreed by a more comfortable margin to back the deal on part-time lecturers' pay.

Scientists take an icy plunge

A team of British scientists has just left for Australia where they will take daily baths in cold water before they proceed to the Antarctic.

The aim is to test how far the body can be acclimatized to cold in advance of exposure to severe conditions.

The programme, devised by Dr Ian Hampton, senior lecturer in physiology at Leeds University, and colleagues from Chelsea College, London and Aberdeen universities, is designed to study the effects of cold on physical fitness, energy expenditure, heart rate, blood pressure and other physiological factors.

They will join scientists from France, Australia, New Zealand and Argentina on an international biomedical expedition to Antarctica and will trace the medical, psychological and biological effects of living and working in the severe cold.

For the first five weeks spent

in Australia half the members of the group will take daily cold baths to test the theory that this is a way of acclimatizing to the cold. Any changes in the circulation of blood and of heat exchange at the skin's surface will be recorded before and after arrival in Antarctica and compared with measurements of the other members. Heart rate, oxygen uptake and other energy costs will also be examined.

Just before Christmas the group will leave Tasmania in the French Polar expedition's supply ship and sail for the Antarctic. They will be on the Antarctic plateau, which will be the base for a 500 kilometre journey by motorized sledge over the inland ice, stopping for experimentation purposes.

The expedition is being organized by the working party on human biology and medicine of the International Scientific Committee for Antarctic Research. It will return to Australia in February.

Co-op project on teaching of engineering

A co-operative project investigating the teaching of engineering has been set up between schools, colleges and universities, following the Kingston report which highlighted the strengths and weaknesses of engineering education.

The department of artificial intelligence at Edinburgh University has for some time been using computer technology to help understand, and to a certain extent simulate, human thinking and decision making.

One of its latest projects is to investigate engineering teaching at school level, backed by a £40,000 grant from the Social Science Research Council and the Scottish Education Department.

The project will start by examining the Scottish engineering science syllabuses at O grade and higher level to identify topics which pupils find hard to learn, and will go on to investigate the feasibility of using micro-computers to improve the teaching of these topics.

Edinburgh's research team will collaborate in the further education sector with the department of mechanical engineering at Bell College of Technology, Hamilton, and at school level with Airdrie Academy where the computers will be used.

The project will also give students the opportunity to study simulated physical systems, since the computers can be programmed to model a situation. This amounts to giving the pupils a controllable world, which can be manipulated by them.

Bell Chair left unfilled

The Bell Chair of Education at Dundee University, which was founded over a century ago, has been left empty by the university court following the retirement last month of Professor J. W. L. Adams.

Officially, the chair is simply being unfilled during the current period of financial austerity, but in fact the university has decided to devote resources to the creation of a new chair of modern languages rather than continuing with the Bell chair. As one member of the education department put it, the chair is not as much sought after as the new chairs of modern languages.

Meanwhile the education department is being headed by a lecturer, Mr Sam McGowan.

Ironically, the demolition of the department comes at a time when it has a number of students, than previously, and a new course proving especially popular.

Early retirement for professor

Glasgow University court has accepted an application for early retirement from Professor Derek Corcoran, recently sentenced to 18 months imprisonment for attempted fraud.

The court, which was presided over by Lord Justice of Appeal, accepted the application on the grounds of ill health from Professor Corcoran, head of the psychology department, after considering medical evidence, including psychiatric reports.

The professor, aged 47, will now qualify for a pension. At the court's last meeting a committee was set up before which Professor Corcoran was to have answered a charge of conduct incompatible with holding office at the university. This has now been abandoned.

Governments and the DES attacked in select committee's report on higher education. John O'Leary reports

No room for revolution

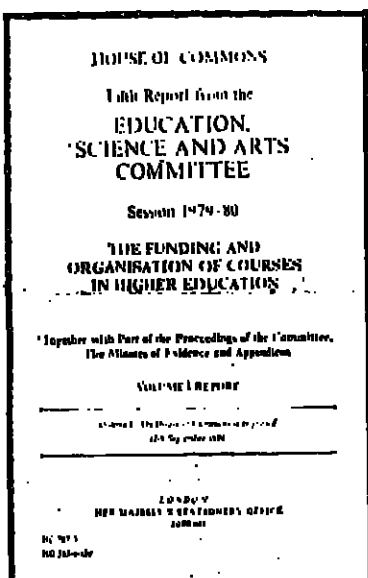
The presence of a majority of Conservative MPs on the Select Committee on Education ensured that the report on higher education published this week contains few revolutionary proposals.

But the 101-page document does not pull its punches in criticizing the policies of successive Governments as well as the performance of the Department of Education and Science. Neither has the committee produced the easy answers on the two topics suggested by Mr Mark Carlisle, Secretary of State for Education, at the start of the inquiry.

It has rejected the notion of "broad subject guidelines" which Mr Carlisle's letter said needed further examination and has called for an expansion of the higher education system, rather than dealing with the preservation of academic quality in a period of static or declining student numbers.

Indeed, it was only by the margin of one vote that the committee rejected the sweeping changes advocated in the minority report by Mr Stan Thorne and Mr Dafydd Thomas. The prospect of greater local control of higher education held attractions for at least one of the Tory members, while some passages of the minority report were enthusiastically embraced by the whole committee.

This was possible partly because most of the committee members did not have entrenched views formulated in the course of regular involvement in educational politics. The result was not the completely fresh approach expected by some



observers, but it did allow for the crossing of party lines on some key questions.

Fundamental changes, such as the introduction of direct course funding rather than the present institutional base, founded on the usual sea of logistical difficulties. As a result, the report has a cautiously progressive air, born of compromise.

Despite its generally critical tone towards the DES, the department will be pleased to see the recommendation for the establishment of a national body for colleges and polytechnics, which might now shed

its "Oakes" label and become acceptable to ministers.

In other areas, however, there is less reason for optimism about the Government's response. It virtually ignored the Select Committee's recommendations on overseas students' fees and shows every sign of pursuing policies on manpower planning and the age participation rate regardless of proposals in the new report.

Mr Carlisle has publicly acknowledged the importance of select committees and of the higher education inquiry in particular. But the decision to fund Professor Maurice Kogan's research into the performance of higher education would seem to pre-empt the committee's recommendation to support the SRHE inquiry under Professor Gareth Williams.

The Government has already warned that it might not be able to maintain level funding and is unlikely to take on board the proposals which add to costs, despite its stated commitment to continuing education. Mr Carlisle has already told the committee that he is not concerned about the depressed state of the age participation rate.

The official response could take several months to emerge because of the wide range of topics covered in the report, but it will lead to a rare debate in the House of Commons on the state of higher education. In the meantime, it can be expected to provide a flurry of individual responses and to spark off a new debate on the shape of the system.

High time for a new tone

The Government should set a new tone for higher education with an up-to-date statement on the role of the various institutions and then embark on a programme to revamp parts of the system and encourage the participation of more students.

These are the recommendations at the core of the Select Committee's report on the funding and organization of courses in higher education. The report consists of 101 pages of analysis and proposals, derived from evidence collected in the space of six months.

While not wishing to dismantle the main features of a system which the majority of the committee considered generally consistent with current needs, the report calls for provision which is "more flexible, more accountable, and more adventurous approach" is advocated both for Government and for the institutions themselves.

The MPs place the improvement of the system on the improvement of the "participation" rate. Rate implies their highest priorities and do not disguise their disappointment at the attitude of Mr Mark Carlisle, Secretary of State for Education, to the slump in the number of school leavers opting for higher education.

He told them: "The participation rate as such does not concern me because, coming back to an earlier question about market forces, it appears that at the time of the slump in the participation rate, the market was not working properly."

The report says this comment reveals a need for better understanding of the nature of the higher education system and calls instead for "positive steps to be taken to improve the age participation rate, particularly in those regions where it is low."

We should not be satisfied until our participation rate has increased at least to that of our major industrial competitors.

Although the precise measures entailed in bringing about such an improvement are not clear, the committee is urged to consider the possibility of education in a broad range of subjects, and that the committee's recommendations should be related to other student numbers.

One proposed policy change which receives uncompromising opposition is the Department of Education and Science's recommendation that student numbers be subject to a "broad target" to introduce an element of manpower planning into higher education. The architect of the plan, the recently retired DES Deputy Secretary Mr Alan Thompson, outlined the implications to the committee but found little support.

He justified central direction of the subject balance and the rationalisation of courses with the belief that "it would be insufficient to leave the shape, the balance, the profile of the system to emerge from the individual perceptions of institutions." But, says the report, not a single witness agreed that the DES could give such direction satisfactorily.

It is pointed out that Department of Industry figures illustrating the swing towards engineering subjects showed the "trend" to be more marked in the public sector, which the DES coordinates. The MPs say: "Thus the DES seems not to have been effective either in co-ordinating the public sector or in ensuring that the two sectors did not develop in isolation from each other. Yet these are precisely the functions which the DES is implying it must exercise in the much more difficult period of the 1980s."

Faced with such evidence and in the light of such a record we cannot possibly recommend the role and powers the DES are suggesting.

While the committee is keen to encourage more manpower studies as part of an improved and more up-to-date statistical base allowing a better flow of information both to policy makers and prospective students, it does not believe that perceived manpower needs could provide guiding principles to shape the higher education system. Only in the postgraduate field does it see such an exercise as practicable and desirable.

Rather, than providing more constraints, the MPs see higher education's needs best served by the relaxation of existing controls.

There was strong evidence that employers were more interested in graduates' personal qualities and intellectual capability than their degree subjects, and that sixth formers already resented "market indicators" in their choice of degree programme.

"We conclude that, given strict

cash limits, improved careers information about the employment market and limited intervention where necessary, student preference informed by good intelligence regarding the employment market should be the main determinant of course provision," the report states.

It cannot be right that courses in colleges and polytechnics can take up to four times as long to gain approval than those in the universities, the report says. The present approvals system is criticised as a purely negative process and the committee comes down in favour of abolishing the RACS withdrawing responsibility for higher education from the Regional Inspectors and restricting the role of RMIs to non-advanced further education.

The committee accepts that the Secretary of State is likely to limit on keeping powers over course approval and actually urges the DES to accept the need for greater intervention. But the overall trend is towards more autonomy for the public sector in enabling colleges and polytechnics to respond to demands as quickly as universities.

On an immediate note MPs also concern about the DES's 1/80 which warned of a major expansion of provision for continuing education and says: "Polytechnics and universities, by continuing to develop in the field of continuing education, broadly defined, and that resources be made available to support this, but we recommend that the allocation of such resources be made dependent on clear evidence of appropriate local need, of the relationship between courses in local or regional areas and the needs of the community."

The MPs suggest that the Government's reply to their report might take the form of a White Paper updating the view given by the late education system grand old man, Mr Anthony Crosland at Woolwich in 1965. This is ripe for a new national debate, to enable the various institutions to clarify their future roles, the report says.



Left to right: MPs Osborn, Greenway, Brinton, McWilliam, Madel and Cormack.

Cause for alarm in the unions

A number of the committee's recommendations will set alarm bells ringing for the teachers' and students' unions.

Not least of these is the proposal that the Government should examine the concept of tenure in higher education and introduce "fair redundancy schemes." A smaller proportion of future academic appointments should carry tenure, the MPs say.

"While we believe 'tenure' is an essential bastion of academic freedom, we do not believe it should be allowed, as it sometimes does, to act as a barrier to the natural development of new courses and the unnecessary preservation of redundant ones," the report says.

The committee also wants Mr Carlisle to investigate the possibility of transferring unwanted teachers of mathematics from higher education to the schools, as well as making use of the limited scope for retaining academic staff.

Its other suggestion for solving the problem of shortage subjects in the schools is certain to prove more controversial. It is to make an exception to the general rule that students and teachers should receive the same amounts regardless of subject, and to pay higher grants and enhanced salaries in the shortage areas. The inducement would carry a requirement that recipients should make a pledge to take up or continue in relevant employment.

Also on the question of student support, the committee calls for a review of the designation of courses qualifying for mandatory systems in the light of manpower needs.

The committee does not rule out the introduction of student loans but urges the DES group examining their feasibility to extend its terms of reference to include consideration of ways of ensuring equitable treatment for graduates with low incomes.

Having already produced a report on overseas students' fees, the MPs give the topic only passing reference, urging the Government to "consider the possibility of a grant for EEC students to those from British dependent territories, Greece, and countries with an association agreement with the Community."



Christopher Price: up-to-date statement needed.

Alternative report favours decentralization

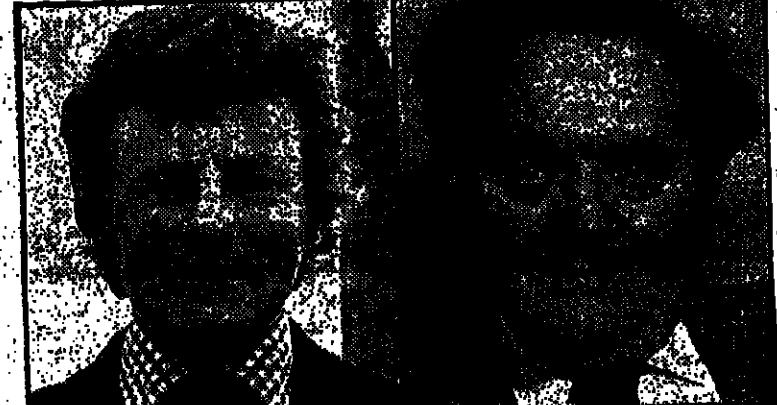
The radical alternative to the official report of Mr Christopher Price, the committee's chairman, set out a blueprint for the decentralization of power in higher education, leaving local authorities with the responsibility for planning the entire system and abolishing the University Grants Committee.

Mr Stan Thorne and Mr Dafydd Thomas submitted a complete report, rather than a set of amendments, with the aim of presenting a picture of a substantially different system. Their report refrains from making political capital but its 41 recommendations inevitably include conflict directly with Government policies.

All higher education, including that in the universities, would be funded through a single pool, the size of which would become a matter for the Consultative Council for Local Government Finance. The UGC would be "gradually phased out."

The Council of Local Education Authorities would become the advisory body for all higher education, thus removing the need for a new national body along the lines proposed in the main report. The Regional Advisory Councils, reformed to take responsibility for further education and the universal education as well as public sector higher education, would advise CLEA.

Local authorities would have equal influence over all institutions, but universities, polytechnics and some 40 colleges would be graded



Dafydd Thomas (left) and Stan Thorne: a substantially different picture.

independence from LEA control. They would be given corporate status similar to that existing in the Inner London polytechnics.

As a further means of breaking down the barriers of the binary system, the Universities' Central Council for Admissions would also be abolished. The Research Council would take over sole responsibility for research funding, allocating money directly to departments, rather than to institutions. Tuition fees are dismissed as wasteful recycling to be replaced by a national fee element borne by LEAs and the distinction between advanced and non-advanced further education would also disappear in time.

Perhaps the most eagerly awaited section of the Select Committee's report is that dealing with national planning of higher education and the related question of the binary system.

As expected, the report comes down firmly in favour of a national body to coordinate and administer the public sector institutions. The MPs admit that their proposal for a Committee for Colleges and Polytechnics (CCP) is a half-way house, stopping short of the call for a funding body along the lines of the University Grants Committee, or indeed of a body with responsibility for both sides of the binary line.

The CCP would give advice and make recommendations about the finance, administration and planning of institutions in an advisory capacity to the Secretary of State. It would take responsibility for the voluntary colleges as well as those institutions in the care of local authorities, but further discussions would be necessary to settle the details of the funding of voluntary colleges.

The report envisages substantial local authority representation on the CCP, which would be smaller than proposed by the Oakes Committee and appointed on an individual basis by the Secretary of State. The committee deliberately refrains from detailing the functions of the new body but makes clear that local authorities would retain their funding role.

Once the CCP has been established the MPs believe, cooperation across the binary line would flow naturally, the first step being cross-representation by the chairmen of the new body and the UGC on each other's committees. They are also recommended to set up a joint secretariat independent of the DES to examine issues of common interest, such as rationalisation of courses.

In the longer term, the committee expects the machinery to develop in such a way that it might be possible for some institutions to change their source of funding. Those universities which are unable to attract research funds and come to resemble polytechnics or liberal arts colleges, for example, might transfer to the CCP.

Both the UGC and the CCP could be more subject to the Public Bodies (Admission to Meetings) Act as part of an effort to promote more openness in higher education. To the same end, all eight polytechnics and universities would be expected to submit statements on existing provision and future objectives to the relevant national body. Once approved, such statements would be published and used as touchstones against which proposals for new developments would be considered.

The committee says it has no wish to dilute the DES's overall responsibility for the system or remove its power to take initiatives. It suggests that the department's new role would be to inform the UGC and the CCP of the Government's priorities and views, provide adequate and timely statistics and intervene with special measures such as making pump-priming grants.

However, for the moment, the institutional changes recommended are limited. Polytechnics should remain tied to local authorities, though with corporate status and subject to clear and detailed guidelines on the financial and administrative relationships between institutions, local authorities and the DES.

The UGC would be left virtually untouched, though with an increased lay membership to include more representatives of local authorities and both sides of industry. The problems of dual funding for research at a time of financial stringency is left to the joint UGC/Research Councils working party, but with a clear hint that they should move towards a policy of pro-moting centres of excellence.

selection process will be conducted not by the colleges, but by the students," the minority report says.

For the moment, however, the course approval system would be revised with new criteria and more speedy operation, and extended to include the universities. The established enrolment criteria would be one only bar to the provision of advanced courses. Institutions would be required to inform the RAC of any courses failing to meet recruitment targets and would normally be penalised for these.

The report advocates a thorough rethink of the grants system, and like the official version, does not rule out the introduction of an element of loans. The DES is urged to give special consideration to the question of discretionary awards and to issue new guidance to secure more generous and uniform distribution of them by local authorities.

Student residences should be allocated with priority given to students from homes where study is difficult. The redefinition of designated courses could assist LEAs in distributing places according to need.

The minority document places great emphasis on the advantages to be reaped from the use of new educational technology and improved learning methods. It recommends that students be trained in special reading memory and the use of library resources, while more facilities are provided for staff training and development.

Handwritten text in the right margin: "The report is a good one, but it is a pity that the government is not taking it seriously enough."

Overseas News

France cuts education's share

from Guy Neave

PARIS For the fourth year running France's higher education budget will compare unfavourably with the rest of government spending. The budget for 1981 due to be discussed in a mid-November by the Chamber of Deputies will be some £179,350,000, 14.8 per cent up on last year. Estimates on the increase in overall government expenditure are of around 16.4 per cent.

The higher education budget will set aside some two per cent of supplementary estimates for the creation of new posts. Nevertheless the outlook for those seeking academic posts will be far worse than last year. In 1976 at the beginning of the squeeze the ministry of higher education made 1,037 new appointments; this year there will only be 331.

Most of these will be in the priority areas of research or the

documentation services of higher education. Significantly this year's estimates provide for no new posts either for teachers or administrators of technician staff. Even the replacement of those retiring is insufficient to keep numbers up.

This policy falls partly in line with the zero growth in student numbers, but it is nevertheless a departure from the promise made last year by the minister of higher education, Mme Alice Saunier-Seïte, to introduce in the near future a long-term development plan for the recruitment of academics. Particularly worrying is the prospect of an ageing teaching body though some margin of manoeuvre has been kept by the recent cuts in graduate studies announced this summer.

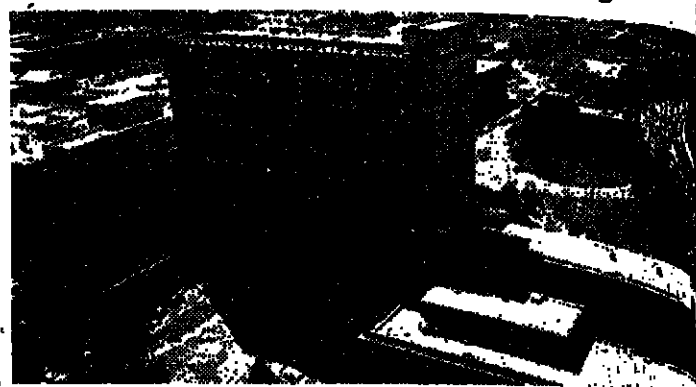
The reduction in the number of graduate seminars with the ministry hopes allow posts to be shifted between universities when the need arises. It will also allow for some

promotion with the money saved from the courses that have been abolished for those with tenured positions.

Other major changes in government policy are also reflected in the budget. For the first time the Bill contains separate estimates for higher education on the one hand and research expenditure on the other. The government's intention to expand research capacity is reflected in the 20 per cent hike in capital and equipment grants. Most of the new posts—241 researchers and a further 41 engineers and technicians—are to go through the National Centre for Scientific Research, France's major research agency.

Nor is student welfare exempt from the cuts. According to one student spokesman the purchasing power of student grants will not increase in the coming year. It is the first time this has happened since 1970.

A special correspondent reports from Johannesburg on how one white university in South Africa is trying to lose its traditional image



Witwatersrand aims to help society

On October 21 the senate of the University of the Witwatersrand approved a 327-page academic plan, whose preparation had been a three-year effort led by one of the deputy vice-chancellors, Professor Frank Nabarro.

In the accompanying "outline of the academic plan", Professor Nabarro, while recognizing the very substantial achievements of Wits in the fields of research and teaching, points to the need for new developments related to the most urgent problems of the university's context.

"We shall serve society best by doing those things that we, and we alone, are equipped to do best. What our three years of searching have shown is that we are not doing these things as well as we can in the setting of contemporary South Africa."

"We are not educating our students to be fully aware of the social and economic problems which surround them; we are not doing enough to equip able students who come from the disadvantaged sectors of the South African educational system to overcome their early educational disadvantages so that they can benefit fully from their studies at Wits. We are concentrating enough of our research on the problems of our immediate surroundings."

"Although Wits has freely admitted students of all races and has rigorously resisted restrictions which have been imposed on this freedom, we have historically served predominantly the white middle-class community of the Witwatersrand."

"We must maintain and develop our pure scholarship and rigorous advanced teaching, while using the intellectual strength that this provides to plan, to educate skilled staff, and to assess the success of activities which will develop in all surrounding communities."

"We must continue to lead in liver transplantation while developing skills in combating rural malnutrition. We must design solar cookers for areas far from supplies of fuel, and we must continue to observe the quantization of magnetic flux in superconductors. We must become experts in teaching the use of English as a second language while continuing to discuss the shift from an idealistic to an eclectic approach to culture."

Wits had "in fact" already moved significantly in the directions in which further developments are appropriately called for. A good deal of its medical research, for instance, has been in health problems related to deprivation, and the public health care education centre provides for the "primary training of personnel involved in the improvement of family and community health among disadvantaged people."

Some other types of research make their contributions by throwing light upon the way in which the overall social system operates. Current action research at Wits includes a school of English language research project, which is preparing new teaching materials for black schools; a scientific education project which tries to develop the best teaching materials in black schools and helps black teachers to use the materials; an adult literacy project designed to eventually make a contribution to the development of teaching materials and the training

North American News

Academe stuck for its choice

by Clive Cookson

WASHINGTON

One of the firmest elements of a journalist's training is to avoid a negative introduction to a news story. But it is impossible to begin a report about higher education and the 1980 presidential election in a positive vein.

The reaction of students, faculty and campus administrators to the candidates is almost universally unenthusiastic. Reagan and his simplistic ideas but is depressed by the prospect of four more years of Jimmy Carter.

There are educational issues in the campaign. Indeed Albert Shanker, president of the American Federation of Teachers, goes so far as to claim that education is a major election issue this year, for the first time ever. But he is speaking of elementary and secondary education. The Republican Party platform, on which Mr Reagan is campaigning, favours tax credits for parents who send their children to private schools. "The effect would be the destruction of public education as it has existed in this country for 200 years," claimed the hyperbolic Mr Shanker.

In the course of his campaign Mr Reagan has made several statements that frighten the people who work in public primary and secondary schools. He has said that school prayers, outlawed by the supreme court in 1963, should be restored; that teaching of Darwinian evolution should be balanced by giving equal time to biblical creationism; and so on. But he has not made such direct threats to what has been called the "Liberal Consensus" in higher education.

Admittedly Mr Reagan has promised to abolish the federal Education Department (ED), which administers college and university programmes too. But that leaves most people in higher education unmoved. They were neutral about ED's creation by President Carter and they would not fight to save it from Mr Reagan.

In the absence of issues that directly affect colleges and universities, academe judges the candidates on the main issues, such as "War and Peace" and the "Energy segment of American society. No one has done an opinion poll of academe so far this year, but past surveys have shown them to be on the left or liberal side of the American political spectrum, and predominantly Democratic voters.



Ronald Reagan: Simplistic Ideas

Irving Spitzberg, the general secretary of the American Association of University Professors (AAUP), who has been touring campuses during the campaign, says 1980 will be no exception. "For most faculty members the choice will be between Carter and (independent candidate) John Anderson," he said. "How many actually vote for Anderson will depend on whether they think Reagan has a good chance of winning."

Students, too, are generally Democratic. If anything, though, their leaders say that only a small proportion is enthusiastic about President Carter this year. Most are apathetic and, to judge from a recent poll of 2,000 private college students in New York, unmoved. Forty-two per cent of the sample said they could not decide between the candidates, while 28 per cent would vote for President Carter, 24 per cent for Mr Reagan and 19 per cent for Mr Anderson.

During the primary campaign early this year, Senator Edward Kennedy picked up quite a lot of active student support. After he lost the Democratic nomination to President Carter, some of his student supporters move over to Mr Anderson, the liberal Republican who is running an independent campaign.

Last month Mr Anderson was still attracting large and enthusiastic student crowds on his campus appearances, but recent evidence suggests that some of the college support has slipped to Mr Carter as a result of

a Democratic publicity campaign urging students not to be "fooled by Anderson's claim to be a progressive voice", and warning them that they can vote for Reagan directly or vote for John Anderson.

Only once during the campaign has Mr Reagan faced a proper old-fashioned student demonstration against him. That was in California, the state he governed from 1967 to 1974. When Mr Reagan delivered a speech at the Claremont Colleges near smog-choked Los Angeles, about the dangers of federal interference in education, he was consistently interrupted by chanting banner-waving students.

But the demonstrators were not objecting to Mr Reagan's denunciation of the Education Department. Their main targets were his stands on women's rights, nuclear weapons and environmental pollution (typified by statements that pollution has been "substantially controlled" by pollution caused naturally by trees and, this year, Mount St Helens).

Visiting Californian Universities last summer, however, I found almost no one—student, academic or administrator—who nursed strong grievances about the way Mr Reagan treated higher education as governor. His famous confrontations with students and administrators occurred in his first term and Mr Reagan's attitude to public higher education during his second term is best described as benign neglect.

Mr Reagan's closest associates in the academic world are to be found at California's two leading private universities, the University of Southern California and Stanford University (particularly its conservative "think tank", the surprise last week when he appointed an "education policy task force" chaired by Glenn Campbell, director of the Hoover Institution. Other members included Thomas Sowell, a senior fellow at the Hoover Institution, and James Zumberge, president of the University of Southern California).

The 14-member task force, which is drawn mainly from higher education, is supposed to advise Mr Reagan what legislative and executive actions he should address if he wins on November 4. To judge from the members' public comments before the first meeting this week, the panel may concentrate on advice to reduce federal regulation of schools and colleges, and not recommend big cuts in spending.

Tax cutting proposals threaten colleges' future

by our North American editor

For public colleges and universities in seven states, the question of most immediate concern on November 4 will not be who has been elected to the presidency and other public offices, but have the voters approved sharp cuts in local property taxes and therefore in our revenues?

Tax cutting initiatives, modelled on California's successful Proposition 13 two years ago, have qualified for the ballot in Michigan, Oregon, South Dakota and Utah. And despite premature claims that the American anti-tax fever had abated, opinion polls indicate that several of these proposals are likely to pass.

The initiatives would slash the rates of local property taxes, which provide the main source of funds for elementary and secondary schools and services like libraries and the police, but not directly for higher education. However, the states would then be required to bail out the local authorities with its general funds; and all state services, and particularly "nonessential" ones like colleges and universities, would then suffer budget cuts.

The worst predictions of disaster after Proposition 13 turned out to be unjustified, because the government of California had a huge surplus (put retrospectively at US\$6 billion) with which to make up the local property tax revenue. But none of the seven states with initiatives this year is in such a comfortable position.

The initiative with the most devastating potential is Michigan's Proposal D, also known as the Vich Amendment (after its sponsor). Its provisions include a 50 per cent cut in property taxes, and a requirement for the state to reimburse local governments for their lost income without increasing other taxes.

Because much government expenditure is either mandated by the Michigan Constitution (transport, pensions, interest payments on state bonds) or regarded as an essential service (police, prisons, public health), the cuts in less essential areas, including higher education, would have to be swingeing indeed.

To make things even worse, Michigan is in a severe economic recession, with the highest unemployment rate in the United States, and the state government is already in deficit.

The State Department of Management and Budget says that if Proposal D passes it will recommend the legislature to slash funding of colleges and universities by 71 per cent next year, from US\$650m to US\$200m. That would eliminate funding for 140,000 out of 203,000 students. In institutional terms, 10 of the 43 state colleges and universities would probably have to close down, and the remaining three—the University of Michigan, Michigan State University and Wayne State University—would have to reduce their operating levels by half.

Such an outcome would be far more destructive than the direst predictions heard in California before the passage of Proposition 13, and it is hard to imagine that one of the country's great systems of higher education could really be shut down. "That's one of the troubles for people campaigning against it," said a spokesman at Michigan State University. "The general reaction is that it couldn't really be as bad as that, but in fact there appears to be no other possibility if Proposal D passes."

With recent public opinion polls indicating that the Vich Amendment stands a fair chance of passing, staff, faculty and student groups from the state colleges and universities have belatedly organised a series of campaigns against it. The national higher education associations, based in Washington, only recently became aware of the threat, and their leaders have released a joint statement urging members to work vigorously against the proposition.

"If Tische passes, there's going to be a worse disaster than any state has ever experienced before," said Irving Spitzberg, general secretary of the American Association of University Professors, who organised the national statement. He found out about the danger only because he happened by chance to be visiting Michigan earlier this month. The lesson, according to Dr Spitzberg, "is that we're going to have to put together a better early warning system, to let us know in good time about threats like this."

Academic gloom over Fraser government's re-election

from Geoff Maslen

Three years of more of the same, was the gloomy response of academics to the reelection of Australia's Fraser Government.

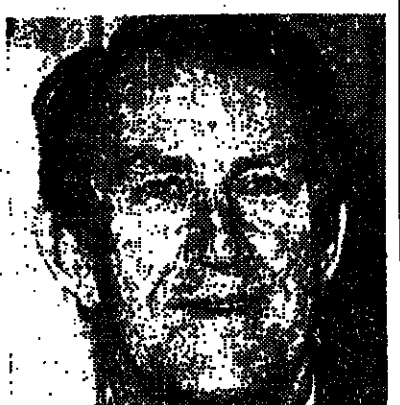
Although the Government's majority was halved, the result still reflects a considerable victory for the country's conservative parties. "The fact that higher education was almost a non-issue in the polls forebodes a tough time for advanced education in the next three years," said the general secretary of the Federation of College Staff Associations, Mr Ross Holmes. College academics feel particularly put out since the only offer of extra support for higher education in the prime minister's policy speech was directed to universities.

What was a disappointment of Assiam, a research centre of excellence between 1981 and 1984. "The Liberals have picked out university education for an injection of funds but have said nothing about the development of the college sector," an aggrieved Mr Holmes said.

On the other hand the Federation of Australian University Staff Associations came out publicly with the cheerful hope that the re-elected Government would have a more positive attitude to universities than it had showed for the past three years.

Referring to the promise to fund the research centres the president of the federation, Dr Peter Darvall, said: "We see our long campaign to focus the attention of the Government on the need for greater resources for universities, research bearing its first fruit."

"We have a magnificent national system of universities which have been besieged for five years by in-



Mr Fraser: majority halved.

discriminate cost-cutting. There is now a good chance that the tension between the Government and universities will be dispelled by a common enthusiasm to develop the universities' reservoirs of talent and expertise."

He called on the Government to provide a portion of the subsidies it gives to industrial research and development to support students for education in the fields of the national interest.

Dr Darvall pointed out that post-graduate research awards have fallen in real value by 38 per cent since 1974 and many of Australia's best honours graduates can no longer afford to continue their researches.

What has been missing in higher education, as Dr Darvall also explained, was a comprehensive policy which spelled out clearly the Government's intentions and its aims for that field. The minister wants to build, somewhere in the north of the state, a plant for reprocessing spent nuclear fuel elements. Herr Daxner, a determined opponent of nuclear energy, has announced that under his leadership Kassel University would do all in its power to fight the "atomic programme."

Binational degree proposed

Italy has taken the first step towards a binational university degree, valid both at home and abroad. An accord between the Italian university of Turin and the French university at Chambery for language courses valid in both countries is expected to pave the way for a binational degree.

Under the agreement a joint curriculum is to be elaborated with students studying alternatively in France and Italy.

The agreement (part of a cultural

Appointment of new v-c vetoed

from James Hutchinson BONN

For the first time in West Germany a state minister of education has vetoed the election of a university vice-chancellor. This has caused a major row in the state of Hesse and, since such elections are frequently controversial in Germany, the minister's action may have created a precedent for similar developments in other Länder.

Last July the University of Kassel elected a 32-year-old Austrian, Herr Michael Daxner, as president, to succeed Herr Ernst-Ulrich von Weizsäcker. Herr Daxner, who describes himself as a socialist and has a reputation for intellectual brilliance, was to take over as head of the university in October.

Two days before the succession, the social-democrat minister of education, Herr Hans Krißmann, exercised his right of veto and elected Daxner down. The minister decided that certain public statements made by Herr Daxner raised well-founded doubts whether he would support the goal of the state government to adapt the standard of Kassel University to that of a "conversion" centre of higher education.

Kassel, now about 10 years old and with some 7,000 students, is Hesse's only comprehensive university (Gesamthochschule). This is an integration of a conventional university and a polytechnic—a hybrid which is apt to be criticised by conservatives as an example of academic leftish meddling.

The rejection of Herr Daxner has a strong political background. The Prime Minister of Hesse, Herr Holger Börner (a social democrat) wants to build, somewhere in the north of the state, a plant for reprocessing spent nuclear fuel elements. Herr Daxner, a determined opponent of nuclear energy, has announced that under his leadership Kassel University would do all in its power to fight the "atomic programme."

The main teacher's union and the public services union have protested against the education minister's veto, and it seems likely that the case will now be taken to the courts. As it is the unions who are protesting that the university elect a president to carry out the president's duties. The case does provide for a minister to veto the election of a vice-president.

Some other types of research make their contributions by throwing light upon the way in which the overall social system operates. Current action research at Wits includes a school of English language research project, which is preparing new teaching materials for black schools; a scientific education project which tries to develop the best teaching materials in black schools and helps black teachers to use the materials; an adult literacy project designed to eventually make a contribution to the development of teaching materials and the training

Students form new union after final split

The split in Israel's national union of students has become final with representatives of five university student unions and of the Rubin Academy of Music deciding to establish a new national union.

The split in the union followed the election of ultra-right wing Yitzhak Harel, son of Tel Aviv party manager Gula Cohen, as head of the NUS. The representatives of the academy of music, the Weizmann Institute and the Hebrew University, the Hebrew University, the Weizmann Institute and the Rubin Academy charged that

Harel was attempting to politicize the NUS and to further his private political ambitions. "We want the NUS to be concerned about students' affairs, not national politics," said a Weizmann Institute union representative.

Representatives of the seceding unions decided to set up a new national union called the Israeli Students' Organization with all the institutions of a fully fledged university. The new union, which is now being formed, will have a broad base, including the Hebrew University, the Weizmann Institute and the Rubin Academy charged that

Fulbright exchange programme 'spread too thinly' among world

by Juan De Onis

The United States government programme for international educational exchange, the Fulbright programme, has not been getting enough American funding for years. In recent years, officials concerned with its administration said here last week.

The programme was described as spread too thinly among 120 countries. In fiscal 1980 the United States and other countries provided US\$112m. In real terms this is 60 per cent of the 1965 level.

Officials of the United States International Communications Agency, which administers the exchange programme, government budget managers, academics and foreign directors on national committees in participating countries met here to review the 34-year-old programme originally sponsored by Senator J. William Fulbright.

The Fulbright programme has been a major vehicle for exchange of students, professors and researchers between the United States and the rest of the world, including the Communist countries of Eastern Europe and China. The purpose of the exchange, according to the original Fulbright Act, is to promote "mutual understanding."

Since 1946 it has sent 45,000 Americans to foreign countries and brought 85,000 foreign students, teachers and scholars to the United States under grants financed by the United States and some cases, foreign governments.

In West Germany, for instance, where the largest number of American students are sent under the programme, 75 per cent of the cost is paid by the local government.

But the Fulbright programme, originally financed by the sale of surplus war property abroad after the war, has been given no real increase in funds since 1968, when congressional appropriations became the financing base. In the past 10 years 30 countries have been added to the exchange programme, according to International Communications Agency figures.

Rose Hayden, chief of the communication agency office dealing with educational and cultural exchange policy, said the Soviet Union, West Germany and France spent a much larger share of their budgets on educational exchange than the United States.

John Lepczowski, a lecturer on Soviet affairs at the University of Maryland, said: "Procter and Gamble spends more money on its annual advertising for soap than the budget last year for the United States International Communications Agency." The agency's budget is \$440m.

The meeting set up a task force to study how the available funds should best be used, with the main issue being concentration in selected countries rather than dispersion in many countries.

The conferees agreed in informal discussion that the exchange programme would not return to the level of financing it enjoyed in the mid-1960s unless the White House assigned it a higher priority in the budget.

A tendency toward greater sharing of costs by countries such as Turkey, Brazil and Mexico, as well as Western Europe, has raised the level of financing to US\$1.5m to US\$2m in the past 10 years.

New York Times News Service.

Engineering gets Carter's promise

Colleges and universities can look forward to more government support for their engineering and computing departments, if President Carter wins a second term.

The White House has released a report prepared for the president by the Education Department and the National Science Foundation (NSF), about the state of science and engineering education in the United States. Noting the severe shortage of university teachers of engineering and computing, the 230-page report calls for federal action to make academic careers in these fields more attractive.

The document has a brief forward in which the president's science adviser, Frank Press, says that strengthening the education of professional scientists and engineers, for inclusion in the 1982 federal budget. Dr Press mentions faculty shortages and equipment obsolescence as problems for special attention, though he does not say which new programmes he recommends in the report will be funded. A spokesman said that had not yet been decided.

However, the report does not have as great a sense of urgency as representatives of the engineering schools had hoped. Education Secretary Elliot Richardson and NSF director Donald Langenberg do not endorse the more alarmist stories that have been circulating about the collapse of science and engineering education in the United States and the superiority of the Soviet Union and Japan in these fields.

The report is divided into two

separate parts, one dealing with "science and technology education for all Americans" and the other with education for professional engineers and scientists.

The first, which concentrates on the decline of science in American secondary schools since the post-Sputnik boom 20 years ago, makes the more depressing reading. It talks of "the current trend toward virtual scientific and technological illiteracy" which "means that important national decisions involving science and technology will be made increasingly on the basis of ignorance and misunderstanding."

The second section reaches the optimistic conclusion that the present shortage of trained engineering manpower is only short-term. NSF and ED staff analysed several economic projections, "which indicate that, with a few exceptions, there should be adequate numbers of engineers and scientists at all degree levels in the near future."

It recommends government support for colleges and universities to develop new one- and two-year programmes for undergraduates who want to shift to shortage subjects. Also, federal agencies should cooperate with industry to offer postgraduate industrial apprenticeships in selected fields where there are

insufficient people with advanced degrees.

There are several proposals to strengthen engineering and computing education and alleviate faculty shortages. For example, the report calls for a financial help for engineering and computer science departments to buy research and instructional equipment, and new fellowships and research grants for PhD candidates, who plan to go into university teaching.

Although most complaints about inadequate equipment have focused on research facilities, the report points out that there is also a severe shortage of up-to-date computer-assisted equipment for undergraduate instruction. "Consequently, a good deal of the instruction being offered may in fact be obsolete."

Donald Marlow, executive director of the American Society for Engineering Education, believes Dr Langenberg and Mrs Hufstadler took too complacent a view of the faculty shortage. He said 2,000 of the 25,000 faculty positions in engineering departments are now empty. "It would soon become impossible for colleges and universities to handle the rapidly increasing undergraduate enrolments on which the report relies for its optimistic manpower projections."

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Handwritten text: "John De Onis 10/30/80"

The Atkinson report called for closures. Ngaio Crequer reports on Keele University's fight-back

Stopping another death on the Russian front



Class in progress at Keele University's Russian department.

It was a few days before Christmas last year that staff in the Russian department at Keele University learnt it was to be closed down.

In the words of the University Grants Committee Atkinson report, Keele was one of seven university departments where it was recommended that "consideration be given to the phasing out of Russian-based studies".

Apart from the initial shock and offence of being told that your contribution is no longer of value, there was a good deal of mystification among Keele staff.

At a regional conference in Birmingham organized by the Atkinson committee during the conduct of its inquiry quite some time was given over to the problem of the falling student numbers in A level Russian. The Keele department does not rely on such students, as it creates its own demand in foundation year students, so it left Birmingham feeling secure that it had been assured it was in a different category from other universities.

The staff's mystification grew when they looked at the criteria on which Atkinson based its reasons for demanding rationalization. According to them, the logical inference was that Keele should survive.

Just recently a small group of Keele staff attended a meeting with the UGC, the first of a number of dialogues being held with universities affected by the report. They asked the question, point-blank, why Keele?

They were told that Atkinson's arguments had nothing to do with the quality of the department or the structure of the Keele course but the reason for the inclusion of Keele had to remain confidential.

Staff at Keele have recovered from the initial shock and morale is high. They had to spend a little time advising first-year students arriving for the foundation year that the department still existed, but apart from that life goes on much as before.

The department is determined to stay and the vice-chancellor and the rest of the university have pledged their support.

The vice-chancellor, Dr David Harrison, reacted quickly to the release of the Atkinson report, stating that the department was held in high regard and was going to stay. He also asked immediately for talks with the UGC.

He knows that if Keele is determined to resist the Atkinson proposals the UGC would ultimately withdraw money in great amounts, to the detriment of the department. When he asked how much that would be he did not get an answer, but internal calculations can be made.

"It will be a severe decision", he said, recognizing that the burden of resistance would fall on all at Keele. But the support, he knows, is there.

The Association of University Teachers unanimously passed a motion of support for the department. There has also been muted opposition from one or two individuals in science departments who feel that their subjects, because of the high cost of consumables, are bearing a disproportionate amount of the cuts. But it is isolated reaction, with little grass-roots support, and has not manifested itself in any significant way.

The department at Keele was set up in 1968 when Professor Evgeny Lomport arrived from Oxford. Previously Russian was taught in the German department.

The honours course is designed to give a comprehensive account of the development of modern Russia and the Soviet Union in all aspects. Students study the history, literature, politics, history of ideas, economic and sociological aspects of Russian life. The study of the language is an integral part of the course. The aim has been to provide a course that bridges the Russian as language and literature and Russian studies as language and other studies.

Two courses of three and four years are available at honours level. Four-year students either have Russian A level or take an intensive language course in the foundation year. Three-year students study Russian *ab initio* as honours candidates. Russian is also available as a subsidiary subject.

What distinguishes Keele from many other universities is that many of its actual honours candidates arrived with no intention of doing Russian. Their interest was

aroused during the foundation year. About 80 per cent of their students come from in-house recruitment.

To close Keele would not mean these students would do Russian elsewhere. About a quarter of all first year students, because of the foundation year, come in contact with Russian, which shows a very wide scope.

For the last two years the number of honours students has risen. In 1979-80 there were 30 students and in 1980-81 the number is expected to be 38. But the UGC only counts these numbers as "half" because students do joint honours courses.

The department says this method of calculation is misleading because the system, compulsory for most students, is inherent in the Keele structure, the number of staff contact hours is the same as that for a single honours course and the

board had an infinite task. It did not have the resources to match its budget was not more than £100,000 in the first year and in 1980 only £150,000.

"So priorities had to be decided and very early we opted for those people who had not obtained a degree of a deal from further education, 16-19 youngsters and women", he says.

Initially this involved the necessary air-raising. At that time the colleges were getting involved with the Youth Opportunities Programme, so the unit produced a programme, so the unit produced a report on Supporting 16-19 and provided a forum in the summer of 1979.

In the universal unit produced a report on Experience, Motivation and Learning, which introduced the concept that other forms of education existed apart from conventional methods.

Jack Mansell argues that it is now high time for all these groups to be officially trying to run a modern zoo. Its charter means that London Zoo still receives no public or city support—a unique feature among the major zoos of the world.

As a result all research activities are exclusively linked to the receipt of £2m in 1979. As one official put it: "We must be the only research organization that suffers when it rains." Certainly there is some discontent among staff who feel both the Corporation and the Greater London Council could do more in view of the zoo's importance as a major tourist attraction.

Nevertheless, the zoo still manages to support a thriving £1m research programme, of which about 30 per cent is funded from gate receipts, and the rest is provided in project grants from orga-

Curriculum changes victory for Mansell

Patricia Santinelli talks to the man behind the Further Education Unit's latest proposals

Government backing for proposals for a single examination for post-school pre-employment courses is a source of double satisfaction for Mr Jack Mansell, the newly appointed director of the Further Education Unit, attached to the Department of Education and Science.

Not only is it a personal accolade for Mr Mansell, who was chairman of the unit's working party which made the recommendations in the report *Basic for Choice*, now known as the Mansell report, but it is also a recognition of the high quality work the unit has carried out in the area of vocational preparation since its inception in 1977.

The report issued last year, which recommended the rationalization of one-year courses, is asked for a nationally recognized and validated common core curriculum and a new method of recording student achievement through profiles which would reduce confusion, increase the chance

question of reallocating money from initial to more vocally oriented training", says Mr Mansell.

His new post which he took up in September and the acceptance of the report represent a logical extension of the work Mr Mansell has been doing in teaching and in curriculum development since the early 1960s.

His first teaching experience was in the army as a gunner turned instructor. This led to lecturing troops in Palestine using smuggled pamphlets outlining the British promise to Palestine.

Mr Mansell then went into industry where after several years as an electrical engineer he opted for a Garnett College of Education course to become a further education lecturer. He worked his way up to senior lectureship at Reading College of Technology where he was heavily involved in staff development and curriculum problems. During this period he ran a four-year project on team teaching which attracted a great deal of attention and led to a UNESCO consultancy in Singapore.

Concurrently, he began to collect committees and widen his educational influence and knowledge. He sat on committees of the National Foundation for Educational Research and the Council for Educational Technology. He is still chairman of the City and Guilds of London Institute's education services advisory committee and of the Technical Education Council's assessment and moderation subcommittee.

His last post was as head of the engineering department of Paddington Technical College. It was here that his first interest in certain shifts taking place with the former education problems of the disadvantaged youngsters, ethnic minorities and the

lack of opportunities for women.

"Within the constraints of a large conventional department, we tried to broaden the concept of the curriculum and alter the focus of further education", he says. "We got staff development going, put up papers on student counselling and new methods of examination. We also took on City and Guilds of London Institute's link foundation courses and helped other departments with vocational preparation."

At the same time Mr Mansell became heavily involved with the Association of Teachers in Technical Institutions, now the National Association of Teachers in Further and Higher Education. He became a national council member early in the 1960s and in 1965 a member of the national executive and chairman of its education and training subcommittee.

As president of the association in 1974 he played an important part in setting conditions of service through. He says he would like to be remembered for this just as much as for his involvement in teaching.

It was his work on the curriculum and in the union which brought him to the FEU as the Naithe representative on the board of management. He has been very involved in the work of the unit in the past three years but most of the credit for recent achievements must go to Mr Geoffrey Melling, the previous director, he says.

The unit was established to act as a focal point for further education curricular matters and as a centre which would enable a more coordinated approach to further education curricular development in England and Wales.

Jack Mansell says that although

the board had an infinite task, it did not have the resources to match its budget was not more than £100,000 in the first year and in 1980 only £150,000.

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Bonny, a puma born by artificial insemination was a world first... tigers 'breed like rabbits'... a cheetah and cubs born at Whipsnade

Why walking in the zoo is the O.K. thing to do

Science correspondent Robin McKie looks at some unexpected research at London Zoo

London Zoo has one major feature that particularly affects its scientific credentials—it was the first. Founded in 1826 by Sir Stamford Raffles, the Zoological Society of London was directed to establish zoological gardens for general interest and study purposes.

It quickly became a centre of important scientific interest and one of the first donors was Charles Darwin, who presented many of the specimens he collected on his voyage in HMS Beagle. It set the seal on its serious scientific endeavours and resulted in an establishment far removed from mere menageries.

However, the word "zoo" was not used until 1867 when music-hall artist The Great Vance sang "Walking in the zoo is the O.K. thing to do".

At the time of its opening in 1827 zoological society was criticised by the popular press for its excessive visionary aims and was dubbed "this Noah's ark society". In a way it was a prophetic label, for increasingly the zoo has become involved in conservation, although even in the early days saving endangered species was appreciated as a critical task.

At Whipsnade for instance—the zoo's country subsidiary—scientists managed to encourage breeding of the Pere David deer. This rare Chinese deer was discovered in 1868 by the French missionary explorer Pere Armand David in the emperor's hunting grounds near Peking.

Even then the animal was extinct in the west of China and in the 1900 rebellion the emperor's herd was wiped out. Fortunately a few animals had already reached the West and two pairs were acquired by Whipsnade. By 1956, they had bred so well that the zoo was able to present some Pere David deer to Peking zoo.

Not all attempts at conservation have been successful. Examples include the quagga, a South African wild ass related to the zebra, which became extinct in 1883 although London Zoo had one of the last pair. The male broke its leg on the railings, a fatal accident that allowed a whole species to pass into extinction.

Yet this impressive scientific and academic lineage does cause problems for officials trying to run a modern zoo. Its charter means that London Zoo still receives no public or city support—a unique feature among the major zoos of the world.

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The value of preserving wild animals in zoos was more forcefully put by Mr Rawlin. "So many people nowadays never see animals in the wild. In fact, many of the leading Africanists who have to come to Britain over the years have never seen a lion until they came to London Zoo."

But he admits that the general conservation prospects are rather dim. "We are fighting a losing battle on the whole. We can save some but unless the world population is brought under control, there is not much hope for many wild species. This does not mean we should not try. Indeed zoos will have a prime role in fighting for conservation in future."

But to do this properly requires much patient research into breeding patterns and rituals to ensure the proper rearing of young animals in captivity.

As an example, Dr Bertram quoted the Margay cat, a small, beautifully marked "big cat" from South America which is being heavily poached for its skin. To ensure the females ovulate before mating, both animals have to be kept separately until exactly the right time when the male's presence will cause the female to ovulate. Then they must be put in separate cages again, in case the male eats the cubs when they are newly born.

Similarly, it has been found that Marmoset monkeys should stay with their parents to help them rear their next brood. The experience is vital when they come to raise their own offspring. This technique is not so important for saving the relatively widespread Marmoset, but can also be applied to endangered Cotton-top Tamarins and also Gold's monkeys.

Artificial methods are also important in breeding animals, though others to lesson the effect of gene loss. A permanent solution would be to use frozen sperm, eggs and embryos which could continually be re-introduced to keep groups of

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Ching Ching the panda is fed intravenously during an operation recently.

produced using both artificial insemination and ovulation.

The mother puma Betsy was given hormone injections to stimulate the production of eggs from her ovaries and then these were fertilized by artificial insemination. It is not such a critical technique for the relatively plentiful puma, but will be of great use in breeding the big cats such as the cheetah, the snow leopard and the clouded leopard.

Even when animals are successfully bred, there are other difficulties for zoo scientists to overcome. A major problem is the loss of genetic fitness when animals are bred from only a few pairs of a rare species.

In any animal, half its genes come from a random selection of one parent's genes, the rest from the other parent. This means that one can only expect that 75 per cent of two parents' genes will be used to make up two succeeding offspring. Even if quite large numbers of young are produced by breeding adults, there will still be a loss of genes in animals bred from small populations of only a few pairs.

As a result recessive diseases will start to appear and loss of genes will also cause a decrease in the ability to diversify, adapt and evolve to combat the rigours of the wild where they might one day be re-introduced.

A short-term solution is to break up breeding pairs so mix with others to lessen the effect of gene loss. A permanent solution would be to use frozen sperm, eggs and embryos which could continually be re-introduced to keep groups of

animals genetically fit. This is still a far-off goal, however.

In the meantime cooperation between zoos, through exchanging both animals and information, is vital. Often, surveys of different techniques used in different zoos reveal unexpected places of useful information.

For instance, one survey across a variety of different zoos revealed the crucial factor among those who had successfully bred polar bears. Those which provided small dark areas which could be used as cubbing dens were the successful ones. It was another important development in breeding animals in captivity.

This is all a far cry from the former days of trips on the elephant's back.

No one could have been a better witness to that change than head keeper Ron Smith, himself the son of a head keeper at London. At present stationed at the Charles Clore mammal house, Mr Smith has worked with most different types of animals, although he still professes to be "a cat man", with two of his own domestic varieties at home.

Now that there have been all the catalogues of young animals have found their way to the Smith household for rearing including two baby gorillas.

Such involvement is a crucial factor in running a scientific organization like the London Zoo. Scientists rely heavily on keepers' close understanding of animals, and their observations of slight changes in behaviour on the keepers for under-research work.

Pregnancy test that is helping endangered species

A major breakthrough in pregnancy testing which is now being developed at London Zoo, could have a significant effect in helping the breeding of endangered animals in zoos, believes director of research Dr John Hearn.

The test has been designed to detect hormones, known as gonadotrophins, and using only samples of urine can determine within three days whether an animal is pregnant or not. At present there is no standard detection method and with a few exceptions it is difficult or almost impossible to tell if a female is pregnant.

In these cases—such as the rhino which has a two-year pregnancy—

males brought in from other zoos are kept for far longer than necessary to ensure the female has conceived. "The new test will get rid of the guesswork, save a great deal of money and lead to far better management for expectant females," Dr Hearn added.

The test has already proved successful with monkeys and is now under trial with cheetahs and leopards. It has also been used to produce negative results on the panda at Washington Zoo, believed for a while to have been successfully impregnated using artificial insemination techniques.

Originally developed from human pregnancy tests, the new method is an indication of the relevance and

interdependence of human and animal medical research. Working in the opposite direction, on animal species that may have importance for humans, the zoo scientists are also working on several projects, including one that might reveal characteristics of diets which could affect diseases such as anorexia nervosa and muscle wasting.

Research projects being undertaken at the zoo which could have a dramatic effect on our ability to save the threatened species of our planet. One involves methods for genetic screening of animals so that undesirable animals are not introduced into herds of rare species and another will allow scientists to

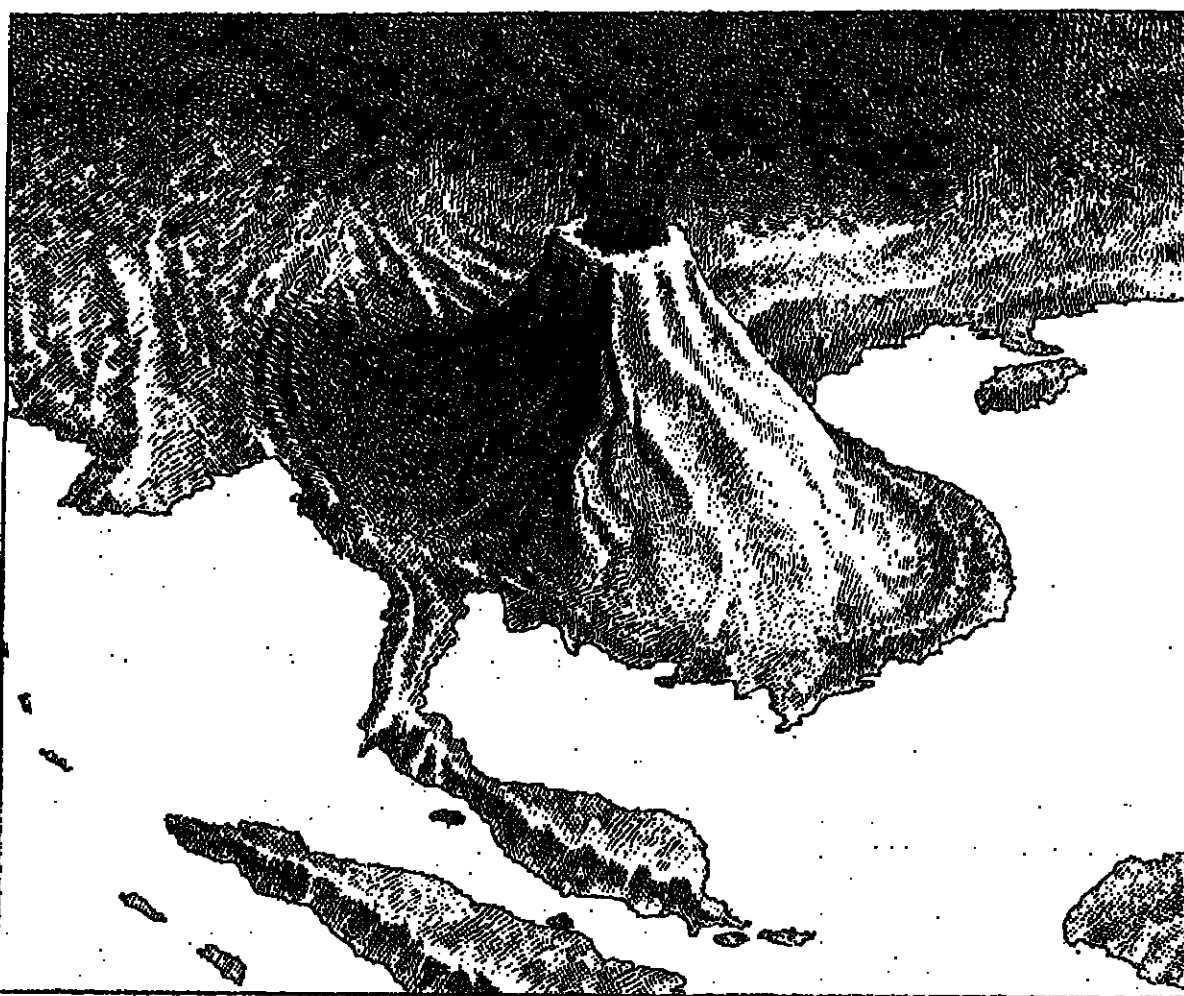
determine the sex of an animal—particularly birds which are very hard to differentiate from just samples of hair or feather.

Ultimately, Dr Hearn foresees the day when a host of techniques will have been developed to aid scientists in their attempts to breed animals in captivity. Apart from artificial insemination and ovulation and the freezing of semen, eggs and embryos, he believes that we will also be able to fertilize eggs in vitro and select which sex we require for a young animal.

In the end we can at best hope to save about 85 per cent of endangered animals, although Dr Hearn admits that "some species just don't have a hope".

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Indo-China in conflict



Whether represented as an Indo-China federation or as a special relationship, the Vietnamese political role deteriorated over time in

the Vietnamese military action has been exhibited by Thailand whose strategic environment has been

Soviet patron. Either outcome would foreshadow a pattern of regional power contrary to their perceived interests. An India-China, with

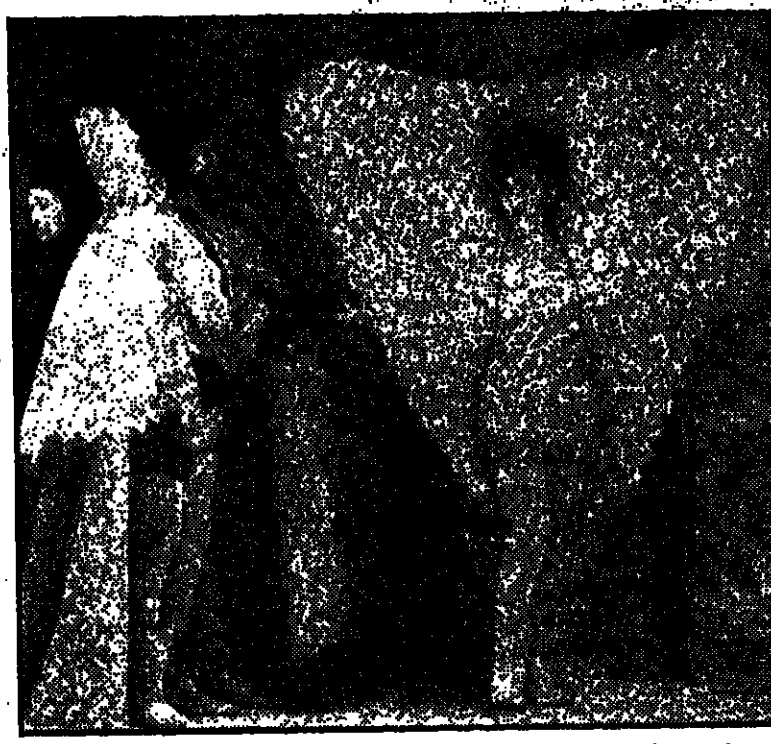
Chinese states, who have begun a formal practice of regular ministerial consultations. This polarization is reinforced by a pattern of external engagement - through

The author is a reader in international relations at the London School of Economics and Political Science.

Webster's power game of duchesses and devils

the modern stage, but in A. H. S. Othello the Sp

**Muriel Bradbook discusses the
relevance of the work of one of
Shakespeare's greatest contemporaries**



Scenes from recent productions of *The White Devil* (above) and *The Duchess of Malfi*.

Princess; and in his early play, S

by Webster and Dekker were staged

ed - castigated the majority of people

continued on page 10

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The beginning of a new academic year, most particularly the penultimate year of the period when universities, polytechnics and colleges of higher education can rely on a large source from which a supply of potential students might come, is perhaps a useful time to reflect upon the expectations that those entering higher education might have and upon their knowledge and experience of higher education at their point of entry. Many no doubt have had the opportunity to gain some insight from attending conferences and courses specially organized by institutions of higher education, when they would have been given an introduction to, say, one or two of the departments and life in a hall of residence. In addition, their own teachers will, perhaps, have had the opportunity to attend a short conference when, suitably wine and dined, they would have met lecturers and inspected the merits of the institution, the idea being that the word would then be carried back to their sixth formers. Such efforts undoubtedly lead to some increase in demand for the whole product, "higher education", but tend to have as their main object the boosting of demand for the particular brand provided by university or college X.

Last summer at Leicester we agreed to put on a special programme for local sixth formers. The university recruits only a very small proportion of its undergraduates from local schools. It could adopt a reasonably selfless role in the preparation of the programme and could avoid a pre-occupation with recruitment. The programme was designed for those in the first year of the sixth form to offer them a brief experience of higher education. It aimed to give those who were still, as yet, some way from deciding about entry into higher education, an introduction to advanced study which would be generally useful to them. Indeed, the origins of the scheme are to be found in the regular meetings between senior university officers and a group of local head teachers. At one of the meetings the headmasters noted that, despite initial difficulties, the work experience scheme with local industry was producing benefits. It was suggested that the university might offer a similar arrangement which could introduce them to university life.

Thus, in addition to the usual specialist lectures, visits to schools and visits from schools, which are part of the recruitment programme, the university offered a sixth-form fortnight to local schools which was seen as providing a service to the lower sixth formers. It was a work experience scheme and from the university did not imagine itself benefiting other than in terms of its relationships with local teachers and its standing in the community. The two-week period was in May and was chosen after careful consultation with both university and school staff. During the fortnight special subject weeks were taught on alternate week days, with one week being allocated to arts and



Sixth formers make their decisions at Leicester University.

A valuable lesson in learning

Last May Leicester University put on a special programme for sixth-formers to give them an idea of university life.

Margaret Mathieson reports

the social sciences and the other to mathematics and pure and applied science. The fortnight was designed, however, for pupils to come, if they wished, several times during the period to sample and explore the different departments' facilities and teaching styles. The courses taught were mainly what the university staff hoped were appropriately pitched treatments of conventional A-level subjects with an opportunity also for the pupils to sample subjects like philosophy, geology and engineering which are more usually begun at university.

The planning of the fortnight was designed as far as possible to simulate learning experience at a university. Thus, the vacation period, though attractive, was avoided, and school pupils shared the university and its departments with the normal student community. The arrangements were centrally administered, but close contacts with individual departments were maintained so that they could monitor the numbers expected and present their mat-

erial in a variety of ways—large lectures, laboratory projects, seminars and tutorials. Perhaps a useful aspect of the scheme was that all the departments involved in it prepared topics in advance for circulation to the schools so that the local teachers could set up the visits and so maximize their potential benefit. With the topics sent recommended reading lists and in one case set essays. These essays were undertaken in school, forwarded to the university staff for marking and made ready for return to, and discussion with, the pupils when they attended the particular course. Thus, the arrangements for teaching were carefully planned to engage pupils, school staff and university staff and emphasized teaching and learning in the university.

Not surprisingly, therefore, those who participated, especially from the university side, were interested in the reactions and responses of those who attended and of the school teachers who were involved. Information about evaluation has been gathered directly from pupils' specially set essays reflecting on their experience, and from discussion with the local teachers. Since a few sixth formers politely thanked the university for its efforts, but firmly noted that its value had been to convince them that higher education was not for them, there is a hope, at least, that the others might have been equally frank.

The very great majority reported favourably on the experience. Most, particularly the pupils, appreciated the small group teaching and this was especially so when they felt confident that the university staff had taken imaginative account of the stage the pupils had reached in their A-level courses. The pupils also valued highly the opportunities to meet undergraduates who, according to some essays, the pupils had expected to be both dauntingly learned and remotely inaccessible lecturers. The staff's choice of material and teaching styles were assessed with a cheerful frankness which under-

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portion of the work can be accepted. "I was", one pupil wrote, "extremely impressed by the seminar discussions: the one in the afternoon produced strong arguments between people who, at the beginning of the session, were slightly timid and shy. The afternoon seminar was more informative than all the lectures put together."

The headmasters and teachers expressed appreciation, several sharing views expressed by local parents. A few uncommitted pupils, the experience had the effect of stimulating a desire to go on to higher education. In turn, some colleagues, some of whom were initially suspicious of the venture, have claimed that they now have a greater understanding of some of the problems of the form teachers but also have been pleasantly surprised by the willingness of the pupils to discuss topics and participate in seminar work.

From the university's point of view, and it is believed from the perspective of other participants, the fortnight has been a success. The liaison between university and local teachers over the specific topic of teaching a particular subject has further potential for development through closer collaboration now that interest is common. The success of the scheme has strengthened the case for closer cooperation between the university and the Leicestershire Education Authority who generously contributed to the costs of the course and who gave the university the benefit of the advice of its sixth-form resources. The publication of essays and seminar topics, circulation of reading lists and staff efforts to reflect on and extend Advanced Level work helped to penetrate local schools teaching while university staff had their own awareness of similar characteristics and the specific skills of local teachers enhanced.

For the future, there remains to be seen to what extent the schools at which to pitch any future scheme of continuing education under the umbrella of the university under-graduate course. Many services, locally or nationally, are currently provided by institutions of higher education. The recent experience of Leicester leads us to believe that one of the ways of increasing and extending the university's reach is to invite them to an institution of higher education to teach their small group teaching and this was especially so when they felt confident that the university staff had taken imaginative account of the stage the pupils had reached in their A-level courses. The pupils also valued highly the opportunities to meet undergraduates who, according to some essays, the pupils had expected to be both dauntingly learned and remotely inaccessible lecturers. The staff's choice of material and teaching styles were assessed with a cheerful frankness which under-

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Webster's power game

continued from page 11

Lay to my rest this marriage, I make them my law.

... (1.1.34-6)

... the night of the cord and coffin borne into her last presence chamber.

I have so much obedience in my blood, I will to their veins to do them as they please.

According to Thomas Middleton, the audience had to wait the sight of the Duchess's still living body mangled by her brother and converts Babbalanza and his assassins. This miracle, if any explanation could be found for the flowering of Webster's genius in the years 1611-14, it would probably lie in his reading. The external event most likely to precipitate the tragedy of court corruption, incest, adultery, murder, Robert Carr, the King's favourite, had come entangled with Frances Howard, Countess of Essex, during her beautiful bridegroom's absence

abroad: on his return in 1609, the storm broke.

Webster dedicated his memorial for Prince Henry to Carr at the end of 1612, much as Overbury gave him the character of "The Wife"—to provide him with models of virtue that would deter him from his course. But Frances gained her divorce in September 1613; the month in which Overbury was murdered in the Tower. Overbury's father was a member of the Middle Temple, and in 1615 Webster edited the *Characters*, and Ford wrote a poem on Overbury. In 1616 Robert Carr, Earl and Countess of Somerset were again guilty of murder of Sir Thomas Overbury, and were sentenced to death, being later reprieved by James.

Eight years after the success of *The Duchess of Malfi*, Thomas Drue was to write a play on *The Duchess of Somerset* and Overbury's murder. Of Sir Thomas Overbury, and were sentenced to death, being later reprieved by James.

The play contains a set of farcical enlargements or caricatures of some features of the author's own life. The hero is a rich young merchant who seduces a noble in his recent study of *Thomas Middleton's Puritanism and Theatricality* (Cambridge 1980). Margaret Mathieson defined his "City Tragedy" as a dramatization of social mobility, its presentation of sex and marriage, its ethical and religious overtones.

Webster had preceded Middleton

by a decade in his concern with the role of women in society, the relation of marriage to money affairs. In Middleton's greatest tragedy, *The Changeling*, the exotic element is provided by the subplot of the madmen, chiefly the work of a collaborator Rowley (who also collaborated with Webster and who led Queen Anne's Men), developed from the masque of madmen in Webster's *Duchess of Malfi*. In Middleton's character development is firm, the tone studiously restrained.

Webster's latest publication was the *Lord Mayor's Triumph* which he devised in 1624 for the installation of Sir John Gore, Merchant Taylor. Middleton, the usual pageant writer, was in hiding after the unsuccessful success of his anti-Spanish play *The Game of Chess*. For *Monuments of Honour*, Webster did some careful work on the history of his company to find examples of men who had risen from humble beginnings to positions of power. This is the Merchant Taylor's honour, exemplified in their motto, *cordis parvus res crescit*. "By which the smallest things grow great."

The night kings who had been freed from the Merchant Taylors, seated in the Chair of Honour, repeat in chorus but the dominant feature of the whole procession was the figure of the late Henry, Prince of Wales, dead 12 years since, remembered as a Spanish prisoner of his father's greatest policy. Riding also in the procession was Queen Anne of Bohemia, the Queen of Richard II, who had been free of the company, but whose reign would surely recall the other Queen of *Lambeth*, the beloved of the late James, Princess Elizabeth, who was taken from her country. The Netherlands after being rebuked to the ignominy of James's last years.

The author was Mistress of Grace College, Cambridge. Her husband was of English at Cambridge. Her son John Webster, Citizen of London, was published by Webster's and was published by Webster's. The second edition of *Webster's* was published by Webster's. The second edition of *Webster's* was published by Webster's.

The author was Mistress of Grace College, Cambridge. Her husband was of English at Cambridge. Her son John Webster, Citizen of London, was published by Webster's and was published by Webster's.

BOOKS

The philosophical odyssey of a 'Western' Marxist

The Young Lukács and the Origins of Western Marxism
by Andrew Arato and Paul Breines
Pluto Press, £10.00 and £4.95
ISBN 0 86104 096 1 and 097 X

Georg Lukács: from Romanticism to Bolshevism
by Michael Löwy
translated by Patrick Camiller
New Left Books, £10.95
ISBN 0 85991 003 2

The Destruction of Reason
by Georg Lukács
translated by Peter Palmer
Merlin Press, £12.50
ISBN 0 85036 247 4

by Heinz Lubasz

Partisan ingenuity and tacit consent have in recent years conspired to identify something called "Western" Marxism. Its stars range from Georg Lukács and Ernst Bloch through the Frankfurt school triumvirate of Horkheimer, Adorno and Marcuse, to Merleau-Ponty and Sartre. The label at once strikes one as odd. Marx and Engels themselves were assuredly "Western" in that sense. Lukács has therefore been "Western" all along; Lukács, the founding father of "Western" Marxism, was born in Budapest and spent the whole of his Marxist career in Hungary and Russia—which should presumably make his Marxism "Eastern". If, perchance, the label is supposed to distinguish a critical Marxism from establishment Soviet Marxism, it is equally unfortunate: there has never been a more Stalinist theorist than Lukács himself. One is inclined to conclude that the geographical label is a neutralizing disguise for a school of Marxist thought which is wholly philosophical and heavily Hegelian. Since Marx roundly condemned Hegel for being the official philosopher of Prussia, and since Lukács has his contempt for "philosophical theorizing" as a tool of social analysis ("philosophy stands to the study of the real world much as masturbation stands to sexual love"), it may be that "Western Marxism" looks like a more honest label than "Hegelian-Marxism". But a Hegelian-Marxism is what it is—and Lukács is all about.

The philosophical odyssey of "Western" Marxism's spiritual vector abounds in Lukács's school of thought which bears the label. Born into the high bourgeoisie (his father was director of Hungary's premier bank and acquired a noble title—Georg himself is properly Georg von Lukács), Lukács was until his thirty-fifth year (1918) a committed critic of bourgeois culture. His early writings (*Soul and Form*, 1910; *The Theory of the Novel*, 1915) were trenchant analyses of the banality and the dehumanizing thrust of bourgeois society, which he saw as destroying the individual soul. His spiritual heroes were Kierkegaard, Dostoevsky, Tolstoy, the philosophical roots lay in Fichte, Schopenhauer and Nietzsche; he learned his sociology from those relentless critics of the spirit of capitalism, Tönnies, Simmel and Max Weber. He brought to literary criticism an epically rooted sociological perspective which made every essay a ringing rebuke to the bourgeoisie. But—and this is the key fact in the present context—his intellectual trajectory was anti-capitalist, remained wholly bourgeois and capitalist. There is no trace of socialist commitment in the young Lukács, let alone an interest in the working class, which he regarded as dehumanized and lifeless. He was a committed critic of the bourgeoisie and the proletariat. In the winter of 1918-19, therefore, looks like a completely arbitrary, irrational leap. Both Arato-Breines and Löwy try hard to make it look less arbitrary than it was, and, concerned as they are to justify it, overlook what seems to me the much more important issue, namely, why it was that Lukács was converted to and why just then. The answers to these questions are very much in evidence in Lukács's trajectory from Romanticism to Stalinism, and to grasp its inherent consistency, what Lukács



"Lukács's 'Marx' gives his dialectical blessing to the dictatorship of the party over the proletariat."

was converted to in 1918-19 was not a concern with the condition of the working class but a commitment to "the cause of the proletariat". And the reason the conversion occurred when it did is that "the cause of the proletariat" as represented by Lenin and the Bolsheviks had just emerged as a tangible force in world history. The powerless critic of bourgeois culture suddenly saw before him an organized force committed to the overthrow of capitalism: power.

I have put "the cause of the proletariat" in quotation marks throughout in order to distinguish it from the interests of the working class. This distinction, in turn, is introduced not to cast doubt on Lenin's commitment but to shed some light on the nature of Lukács's "proletariat"—and his perception is paradigmatic for "Western" Marxism was not an end to capitalist exploitation or a breakthrough to autonomy, but a total cultural transformation. Löwy puts it succinctly:

Before 1918, Lukács's thought bore the marks of a tragic antagonism between values and reality, culture and capitalism, human personality and economic rationalization... In 1918-19, Lukács came to understand that the proletariat had the capacity to resolve this antagonism by destroying capitalist reality, suppressing rationalization, realizing authentic values, and bringing a new culture into existence. (page 142)

Lukács's friend Paul Ernst attributes the following view to Lukács at the time of the October Revolution:

The Russian Revolution is an event of whose European significance we do not yet have as much as an inkling. It is just taking its first steps to lead humanity beyond the bourgeois social order towards a free world in which the spirit will once again rule, and the soul will at last be able to live. (Quoted by Löwy, page 123 of his introduction)

We may note in passing that this messianic expectation assigns to the proletariat the task of realizing the bourgeoisie's—or at any rate, Lukács's—values. The world-historical mission of the proletariat is, in Lukács's view and in the view of most "Western" Marxists, to create a better world which they can live in. But the power to bring about existence.

But the important point is that the power to accomplish this great transformation lay, in 1918 and increasingly thereafter, not with the

proletariat as a class but with the communists as a party. That is why, once he had embraced the highly abstract, culture-transforming cause of the proletariat, Lukács looked to the party, and ended up as a champion of Stalinist "realism". The passage from Romanticism to Bolshevism, so implausible on the face of it, finds its explanation in the logic of power. It is the logic of power that takes Lukács from the tragic vision of his early years—the vision of a world rent asunder by the antagonisms of values and reality, personality and rationalization, through a messianic revolution, to the justifying of Stalinism as a realistic "reconciliation" with the world as it is. Philosophically, Lukács accomplishes this journey by adopting the dialectical logic of a thinker who, more than a hundred years earlier, had travelled a very similar road: Hegel, that ideologist of power (as Professor Michael Theunissen has recently shown him to be).

Lukács's conversion to "the cause of the proletariat" coincided, as both Arato-Breines and Löwy indicate, with his rejection of the romantic subjectivist Fichte in favour of Hegel, the theorist of the identical subject-object, which has the innate power to actualize itself, and does actualize itself in traversing its dialectical path to becoming, in actuality, what it already is potentially. In his most brilliant work of "theoretical Marxism", *History and Class Consciousness* (1923), Lukács identifies the proletariat as the identical subject-object of history, and so anchors the ultimate triumph of "the cause of the proletariat" in the logical certainties of Hegelian dialectic. Neither Arato-Breines nor Löwy, for all their radical recasting of Marxist theory which is here accomplished: the proletariat, which with Marx is very much the historically specific product of an historically specific mode of production, is transformed into a pan-historical ontological entity. In consequence, the whole of Marx's painstaking, empirically-grounded social and economic analysis of the real situation of the proletariat within the capitalist mode of production is cast aside. In its place Lukács puts a proletariat which is so completely divested of any real characteristics that its class consciousness can actually be simply "dialectically" transformed into the consciousness of the proletariat, which would have it that it was fully conscious, first of itself

as a class, and second, of its situation as a class within the totality. It takes no great ingenuity to see that this complete Hegelianization of Marx leaves the door wide open for the dictatorship of the party (the "bearer" of "class consciousness") over the proletariat.

Lukács has been much celebrated by "Western" Marxists for having deepened our understanding of Marxist dialectic. But the fact is that he did nothing of the kind—he simply "replaced" Marx's dialectic with a Hegelian one. This is not, of course, to deny Marx's great debt to Hegel in respect precisely of dialectic. But a debt is one thing, especially when it is owed by the original thinker to someone who significantly transforms what he inherits; an outright adoption is something else altogether. Lukács's claim (in "Moses Hess and the problems of dialectic", 1926) that the methodological meaning of Hegel's addition of Napoleon ("I saw the World Spirit riding on a white horse") with his own admiration for Stalin. As Löwy brings out very clearly, Lukács not only accepted Trotsky's reading of Stalin's rule as the Soviet Thermidor, he embraced it, and went one step further, to seeing Stalin as the great realist who goes beyond both the heroic era and the terror of the revolution to its consolidation, and on to a whole-hearted accommodation with an unbridled present. Stalin-Napoleon emerges at last as the realistic and progressive consolidator of the new order. Pure Hegel, Lukács's "Marx" gives his dialectical blessing to the dictatorship of the party over the proletariat.

Arato-Breines and Löwy give very different accounts of Lukács's odyssey, though both are much less harsh on Lukács than I have been. Arato and Breines's account is dense, analytical, and politically extremely honest. It dissects Lukács's theories about the proletariat and about the party and labels them, correctly, as "myths". That is a judgment derived not only from their systematic analysis of

History and Class Consciousness, but also from their own painful experience of an American "New Left" in search of coherent and relevant radical theory. Löwy's book is written with enormous flair; it is wide-ranging and ambitious (about a third of it consists of a sketch for a sociology of the anti-capitalist intelligentsia); it is learned and lucid; but it is also specious. Its speciousness results from Löwy's determination to write "not only a Marxist study of a Marxist thinker, but a Lukácsian analysis of Lukács" (page 10). What this means in practice, so far as I can see, is that Löwy resorts to the Hegelian hocus-pocus of "Aufhebung" whenever he wants to present a given position of Lukács as rational, cogent, consistent and "superior" to "Aufhebung", a process invented by Hegel and, in its Hegelian form, rejected by Marx, is the process of overcoming contradiction by moving to a higher level of conceptualization to a concept which at once preserves the two contradictory (lower-level) concepts (by incorporating them) and, by taking them up into itself, abolishes them as concepts in their own right.

Whenever Löwy wants to show how singularly transcendent a Lukácsian position is, he first presents the mutually contradictory positions on the same issue, held by two other Marxist theorists; then he exhibits Lukács's position as an "Aufhebung" of those two. But, of course, once I have decided that I wish to consider a certain view as superior to others, I can always (with a little luck and some ingenuity) find two contradictory positions entertained by some two other theorists; the position I wish to endorse can then be presented as an "Aufhebung" of the other two. This device can also be used to "show" that a later view is the dialectical—hence rational—sequel to an earlier one: thus Löwy speaks of Lukács's sudden and apparently ungrounded conversion to "the cause of the proletariat" as an "Aufhebung" of the irrational "becomes" rational.

Whether it was an "Aufhebung" or not, Lukács's conversion from Romanticism to Bolshevism left him with an uncomfortable Romantic heritage to dispose of. In his book he disposed of it in *The Destruction of Reason*, recently published in a first-rate English translation by Peter Palmer. In the 850 pages of *The Destruction of Reason* Lukács gets rid of his own bad conscience. The book is a wholesale condemnation of every single one of the heroes and influences of his Romantic youth—the tortured "existentialist" souls of the time when Lukács cared about souls; the passionate Romantic enemies of dehumanized, bourgeois civilization from whom he learned what he called about dehumanization; the bourgeois sociologists who had taught him how to criticize bourgeois society.

All of them—all of them, including the not-so-terribly "bourgeois" Weber—were guilty of the crime of irrationalism, and made intellectually responsible for Adolf Hitler. If one asks, as one must, by whose standards even Marx (Weber stands condemned as an irrationalist forerunner of Nazism, the answer is: by Hegel's). It is Hegel's conception of reason which Lukács now holds up as the sole sufficient standard by which to condemn every single thinker who falls short of realizing that the only road to truth (and therefore the only rational path) is the road travelled by Hegelian dialectics. In order to condemn his own "mis-spent" youth, Lukács now indicts every one of his early intellectual companions and those especially from whom he learned what he called about dehumanization. *The Destruction of Reason* is Lukács's ultimate act of obedience to the Hegelian God of Reason. It is Lukács's equivalent of Stalin's "Treason Trials", in which so many of the heroic revolutionary companions of Stalin's youth were falsely accused, and condemned to death. *The Destruction of Reason* is the last and pluckiest fruit of Lukács's infatuation with power. It is a mercy that Lukács, then, as at other times, wielded the power only of the pen, not the sword.

Dr Lubasz is reader in the History of Ideas at the University of Essex.

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"Sociology graduate, first-class honours degree, PhD, research experience in local authority, voluntary organization and university desperately seeks job. Will consider any reasonable offer." Advertisements of this kind littering the columns of *New Society*, the *New Statesman* and *The Times* may seem a rather remote possibility. My recent experience in recruiting two research officers for a two-year project suggests that we should not be too phlegmatic about the prospects for well-qualified people seeking either research or teaching posts in the social sciences. There were 60 applications for the two posts. There were no nutcases among them who could be eliminated at first glance, and few even that might be described as just aiming a bit too high. Constructing a short-list was therefore no easy task, and a number of potentially interesting candidates had to be rejected at that stage. Our problems, however, had hardly begun. At the end of a day's interviewing we found we had to appoint all but one of the eleven candidates we had seen. All of them had higher degrees, only two of which were not in directly relevant fields. Without exception their references were excellent, in several cases it would be easy to generate to say their references raved about them. Nearly all the candidates had already done some research on the area that the project would be investigating or one closely related to it. Nearly all of them had several publications.

With this kind of *embarras de choix* we were driven to a desperate

search for further factors which would help us differentiate the candidates and thus avoid a totally arbitrary choice. Reluctantly we found ourselves considering how personable the candidates were. Since this might have had some bearing on whether they would make good interviewers of senior officials in various organizations, a central task of the research project, it was perhaps a reasonable criterion. Whether the candidates had a permanent job at present or were just coming to the end of a contract which would leave them unemployed became relevant. Ironically the "lucky two" who we eventually decided to appoint are getting no guarantee of employment for more than two years, when presumably they will have to start on the whole painful process of finding a job again.

The experience led me to reflect on whether changes in the academic labour market should not lead to a re-examination of the practice of granting tenure for life. Would it not be better to give academics with permanent posts five-year contracts which would be reviewed at the end of the period?

Rejection for MPs, rejection for university teachers, a system where rapid expansion is followed by contraction, this would at least provide a little more justice for those who through the accident of when they were born, do not get a look in. The chances of this happening are of course remote, because those who are already employed are enshrined in permanent jobs will fight to keep things as they are.

A change from sellers' market to buyers' market is not unique to British universities. It has happened in the United States, too, where as it happens tenure has always been harder to achieve than

here and has definitely become more so in recent years. Neil Smelser and Robin Content in *The Changing Academic Market* describe the change to the buyers' market in the United States. They also describe their own experience as chairman and administrative assistant in the department of sociology at Berkeley when suddenly faced in 1975 with the surprising opportunity of recruiting two research officers of staff in the sociology department and resignations. This windfall led Smelser and his colleagues to reconsider the process of recruitment common in American universities at the time.

The standard pattern in the past, at least in high-status institutions such as Berkeley, has been the "network search". By this is meant, to put it bluntly, a process by which the chairman of the department concerned, and possibly some of his senior colleagues, get on the telephone and ring round their cronies in other departments to find out if they have any high-fliers among their graduate students whom they could recommend as a candidate for an assistant professorship in a particular specialization. The system was one in which patronage and sponsorship counted and one in which the market was far from perfect. As such it was perceived to be unfair, especially by women and ethnic minority groups, which led to the demand for affirmative action.

However, it was not so much pressure of this kind but rather the failure to reach agreement and make an appointment when there was a vacancy to fill during the previous year that encouraged Smelser to reappraise recruitment methods. What happened during that previous year reads like a catalogue of disasters: no proper definition of departmental objec-

tives and identification of gaps in expertise, no proper timetable for deadlines for achieving the various decisions entailed in short-listing, interviewing and appointing. Jokes about academics making bad administrators abound. However, incompetence on this scale leaves the reader incredulous. It also suggests that full-time university administrators are not always successful in imposing on academic departments a sensible set of procedures. It was left to Smelser to set about devising his own "rational recruitment plan". This included a five-year academic plan for the department, a set of common-sense goals, such as maximizing the pool of candidates from which to draw, considering each candidate consistently and thoroughly with clear criteria universally applied, and avoiding serious disruption of the department's other work.

The process that ensued is then described in the book in painstaking and occasionally boring detail. Better record-keeping, the re-employment of secretaries, the use of a computer, the travel and hotel arrangements, the candidates are all included. More interesting is the analysis carried out of opening up the process by publicly advertising the posts instead of relying solely on "the network". Did it make a difference? Yes, in that it greatly increased the number of applicants (there were 300) than would have emerged through the "crawl" method. Yes, in that it produced more representatives of ethnic minorities than emerged through the use of the "crawl" method. It did not produce more women. In that those who were appointed in the end all came from the graduate schools who were informally trawled anyway.

It is hard for a British reader to be as fair as perhaps he should be to this book. *The Changing Academic Market* has been such a central part of the system here for so long that it is tempting to ask what all the fuss is about, and whether an enormous mountain is not being moved for a rather small molehill. The recruitment task is, however, simpler in the British system because it is so much smaller and so much less differentiated in terms of institutional quality, and because it boasts a national press where advertisements can be placed.

The book is in fact an honest and even brave attempt to document the department's failures as well as its successes, trying to bring some necessary reforms. The lessons for the United Kingdom are perhaps fewer than it seems the case when we examine the United States experience. This is an area where we can hardly claim to have managed better, rather better at least in the administrative sense. Smelser and Content consider Berkeley's failure was in the handling of the failed candidates, whose situation of the failed and then not re-employed was hard to see what had been done about that in the buyer's market which exists here as well as there, as my own experience described above indicates.

It is a fundamental question of institutional quality, and the planning of higher education and the numbers of graduate students that should be trained in research to which neither authors nor I have the answer.

Tessa Blackstone is professor of educational administration at London University's Institute of Education.

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Honorary degrees

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Grants

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Universities

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Newcastle upon Tyne

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Colleges

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Forthcoming events

"The Biology of Fracture Healing and its Clinical Implications", by Professor Brian McKibben, professor of traumatic and orthopaedic surgery at Cardiff Royal Infirmary, about fracture to be delivered on November 7 at 5 pm in the Lower Lecture Theatre of the Institute of Clinical Science, of the Queen's University of Belfast.

"Video 80" an open day organized by Goldsmiths' College Audio-Visual Centre in celebration of the installation of its new Philips Video 80 colour television system, will give the interested participants the chance of seeing technical demonstrations on November 5. Further details from Rosemary Horsmann, Audio Visual Education Centre, Goldsmiths' College, New Cross, SE14 6NW.

"The Assessment and Perception of Risk" a meeting for discussion organized by Sir Frederick Warner and Dr H. Shure will be held at the Royal Society on November 12 and 13, 6 Carlton House Terrace, London SW1Y 5AG. Speakers include Professor T. R. Lee of the University of Surrey, and Dr Kerry Thomas, of the OU.

"New Directions in Social Research" the Social Research Association's annual conference and annual general meeting will be held on November 25 at Caxton Hall, London SW1. Plenary session speakers: Professor Tessa Blackstone and Professor Martin Collins. Small group sessions cover new directions in housing, employment, planning, environment, the elderly, methods and women's research. Fee: £10 for members and £12.50 for others. Details from Christine Farrell, department of applied social studies, North London Polytechnic, Leakehouse Road, Highbury Grove, London N5 2AD.

"Education for the Dole" one of the Southlands College Education lectures in which Mr Neil Kinnock, MP, opposition spokesman for education, Professor Tessa Blackstone, professor of educational administration at the Institute of Education and Mr John Marsh, director of the British Institute of Management will all speak. It will be given on November 20 in the Athlone Hall, Southlands College at 7 pm, admission free.

"Why did Moses have a sister?" the Ruxley Memorial Lecture 1988 to be delivered by Sir Edmund Leach, C, November 21 at 6 pm in the Old Theatre, London School of Economics, Tottenham Street, London WC2.

"Microprocessors in Electric Vehicles and Industrial Trucks" a one-day conference organized by the Vehicle Association of Great Britain and the National Materials Handling Centre to be held on November 28 in the Stafford College Lounge of the Cranfield Institute of Technology. The new technology will be discussed from the point of view of the researcher, user and manufacturer. Fee: members: £30, non-members: £35. Further details from the National Materials Handling Centre, Cranfield Institute of Technology, Cranfield, Bedford.

"Research Methods in the Social Sciences" a one-day course organized by the School of Social Sciences and Business Studies to be held at the Polytechnic of Central London, 35 Marylebone Road, on November 22. Topics will include the scope of research in the social sciences, the philosophy of science and sources of data, and how to gather and organize research material. Further details from June Gilling, Short Course Unit, PCL, 309 Regent Street, London W1R 8AL.

"Secondary Education's most previous jewel" The changing structure of the sixth form, by John Torrance, professor of education at Newcastle upon Tyne University on November 28. Some books to be launched: The Black Book for St. Matthew's Meeting Place, Brighton, on November 21 and 22. The aim of the event is to promote the literary, historical and cultural difficulties in universities and polytechnics (available from the British Universities Film Council Ltd, 18.50 for 45-min cassette, £1.50 for 15-min cassette, Kensington Lane, London SE11).

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Higher Education and the Needs of Society

A Report prepared for the ILO within the framework of the World Employment Programme

Ulrich Teichler, Dirk Hartung and Reinhard Nuthmann. This study, prepared originally for the International Labour Office, is essentially concerned with the relationship between education, employment and social inequality. It considers the selection functions of education, especially in relation to university admissions policies, planning for manpower requirements, and the observed persistence of social inequality. £5.95. Order No. 8458 02 4

Recurrent Education in Western Europe

Edited by Manfred Jourdan. Recurrent education is a relatively new idea which has evolved internationally to meet the needs and aspirations of post-war society; a collection of papers, written by distinguished scholars from the Council of Europe, examines recurrent education for the first time in the light of the concept and the development of schemes throughout Europe. £5.95. Order No. 8458 02 4

Co-operative Education Today

Edited by James Read. This 1987 World Conference on Co-operative Education was held at Brunel University in May 1979, and brought together representatives of both industrial and educational institutions from throughout the world. Each speaker set out to trace the historical development of co-operative or sandwich education in his or her own country, to describe the existing schemes and their links with government organizations and employers, and to indicate future developments. £15.00. Order No. 8457 02 4

Unified Vocational Preparation

Monika Jameson Wray, Christine Moor and Sheelagh Hill. The first full evaluation of the temporary Unified Vocational Preparation pilot programme, which enables the education and training services and industry to come together to design and provide schemes of vocational preparation for 15-16 year olds who, on leaving school, enter jobs where they would otherwise receive little if any systematic education. £6.95. Order No. 8458 02 4

Teacher Careers and Careers Perceptions

Geoffrey Lyons. This book challenges the widely-held view of teachers as a homogeneous group, to investigate the very different motivations and attitudes to the different ways in which they see and construct their careers. It raises major questions about judgment of teacher work, the career structure and the values implicit in much educational thinking, and suggests that the educational sector might considerably reassess many issues within this area. £6.95. Order No. 8477 02 4

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Education for its own sake

Education and Equity by John Anderson, edited by D. J. Phillips. Blackwell, £12.00. ISBN 0 631 12531 0

John Anderson left Scotland in 1927 for Australia, to take up the Chair of Philosophy at the University of Sydney, a position which he occupied until his retirement in 1958. During that time he came to play a leading part in the intellectual life of Sydney. *Education and Equity* contains essays on education and educational topics written by Anderson himself and three essays by way of introduction by P. H. Partridge, John Mackie and Eugene Kamenka.

When Anderson began his philosophical career at the University of Glasgow, where he graduated in 1917, British philosophy was still dominated by Idealism; and, although Anderson did not remain an Idealist, he did retain the idea of philosophy as a comprehensive, thought-out system or position. This system provided a fundamental apparatus of understanding and criticism, which as Partridge reports, could be used to understand, critique and assess other inquiries and theories.

Anderson's philosophy was not only the understanding of new things, but also, the rejection, in the light of fresh discoveries, of some things that one thought one knew. Thirdly, "education is the finding of a way of life based on understanding and on the rejection of the old and the intellectual life is not the private possession of any one or indeed any number of individuals. It is a social tradition, even although it is only one tradition among others competing for allegiance."

Anderson's main theme is the need to recognize education as something with an identity of its own and, consequently, the need to reject any kind of instrumental education. Education is the scene of a conflict between what he calls the classical tradition and utilitarianism. By the former he meant not primarily the study of the classics in all fields (although that is included) but the essential part of the wish to understand the nature of things for its own sake.

what would be "a better world after the war" though we may have doubts about how to get it. As a result, his discussions are both philosophically informed and partisan. He discusses issues which were perceived to be, and were of public concern, in clear, rational (and also highly literate) way; but also in a way which is deeply committed.

What, then, were Anderson's views on education? As one would expect from his idealist origins, he recognizes the importance of tradition and of the inter-relatedness of things. But things, including education, have their own identities. They are not part of an harmonious whole which is hidden from all but the philosophic gaze. Conflict, as well as tradition, is part of the nature of things and cannot be eliminated from it. This applies also, or rather especially, to values. Commitment, therefore, "be avoided. What is of value must be defended if it is to be preserved."

The main lines of his view of education are set out very clearly in Mackie's short paper. First, "education is intellectual... the core of education is coming to understand, coming to know things in a systematic way." Secondly, "education is critical." It involves not only the understanding of new things, but also, the rejection, in the light of fresh discoveries, of some things that one thought one knew.

Thirdly, "education is the finding of a way



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Union View

This farce of student union funding

It may not be situated in Whitehall, but since early 1978 the Department of Education and Science has been engaged in one of the longest running farces in London. It was then that the department, spurred on by criticism from the Public Accounts Committee, began consultations on changing the system of financing student unions. Two and a half years later it seems likely that a scheme will be announced which is universally unworkable, unacceptable and unfair. A conflict, which NUS has earnestly sought to avoid, is likely to be sparked off which could irreparably damage the relationships between students, government and colleges. It is also a conflict that could easily be avoided.

The principal criticisms that were levelled at the current system were that it represented an open-ended commitment on the part of L.E.s to pay whatever level of student union fees institutions demanded, and that as a result they were effectively being propped up. These criticisms were, and are, fair. NUS has never been in any doubt that the element of accountability should be introduced into the system. What was concerned about was that any new proposals should guarantee the continued independence within the law of student unions to make financial decisions about policy and the application of funds, that there should be no disproportionate reduction in funds available, and that something be done for those in non-advanced further education. It was without considerable difficulty that the executive managed to persuade colleges to accept these rather moderate objectives.

The original proposals for a two-tier system, proposed while Shirley Williams was Secretary of State, met with considerable opposition, not least from the vice-chancellors, and disappeared in the aftermath of

the 1979 general election. In December 1979 Dr Rhodes Bryson began a first round of consultations with educational interests aimed at discovering a new solution. This led to the announcement by Mark Carlisle in Parliament last February that unions should be financed out of their parent institutions' recurrent funds, and be treated as a part of the institutions' facilities, whilst maintaining their independence and, in the first year of operation, their former level of income. This announcement begged more questions than it answered and NUS immediately submitted to the DES the problems that we felt were to be encountered on the operation of the guidelines on the operation to be produced. Letters in February, and meetings in March and June utterly failed to gain real answers despite off-repeated statements from the department that clarification was imminent. Until two weeks ago nobody had a clue about how the new system was in fact to be implemented.



Just over two weeks ago a strong rumour began to circulate that advice had indeed just been issued to CLEA and the UGC about the new plans. An average £32 a head (at 1979-80 levels) was to be added to the tuition fees paid to the institutions to take account of students' union fees. The excess that would therefore be held in the public sector would be passed over to the UGC for distribution, and that figure was calculated at £2.1m. All mention of students' unions is to be removed from the awards regulations and all references to NUS have been omitted. These arrangements were largely confirmed at a meeting with DES officials last week, although the faculty statistics used (best illustrated by pointing out that one university union alone accounts for one sixth of the £2.1m mentioned above) are still open to discussion.

The major problems with these proposals are easily discerned. First, they give absolutely no guarantee that students' unions will continue to exist, since all monies will arrive with no earmark or guideline attached to them as to what they are for. Second, the amounts calculated for the first year are a substantial underestimate of what is currently spent. Third, the system is extremely complex, yet it is supposed to act as the basis of negotiation within the next two months! At the time of writing, neither NUS nor the vice-chancellors have been officially informed of the new arrangements. It would seem that the DES is determined to produce an old system that will satisfy the Public Accounts Committee, and then wash its hands of the entire affair, leaving students' unions L.E.s and colleges to sort out the resulting chaos.

If this is the case, then it is an attitude of gross irresponsibility. The British students' union is a unique institution and, although sometimes flawed, does an extraordinary job in representing students' interests, offering sports, welfare, social and cultural facilities, and giving experience of participation: possibly the best form of political education. For the past five years, relationships between students' unions and colleges have been good, and the lack of violence among disaffected students in Britain contrasts sharply with experiences on the continent. However, the precipitate implementation of the new proposals as they stand could lead to a war of attrition as the necessary guarantees and amounts are fought for college by college and L.E.s by L.E.s.

It is for these reasons that NUS will be launching one of the biggest campaigns in its recent history—not for more money or against accountability—but simply for a delay in implementation of the proposals while the major problems caused by the way in which the question has been handled are sorted out. It is the least the DES should do.

David Aaronovitch

The author is president of the National Union of Students.

Looking at the circle not the circumference



Christopher Price

Authorized version of the Select Committee report on higher education is now, as you can have gathered, all over The Times. It is now official, open to all eyes and I hope it will get read; I am going to set the record straight on a single shortcoming. The fact that we (the majority, not the minority signatories) have not the necessary qualifications for the conventional definition of higher education. We examined the report of the inside of the circle, but not that of the circumference. We took a part from a caveat in the report, and we took the shape of the animal for granted. We said a great deal about the role of continuing education and about adults filling the gaps in their education. But this was not the point. The point was that the non-existent education, rather than an obvious move to cope with the demographic reality, was a deliberate report. We did not have access to this; if we had done so we might well have commented on it, for if

the proposals are adopted it could well affect the demand for higher education over the next decade. The truth is that British higher and further education now form a continuous spectrum appropriate to a wide range of applications from very able to quite average. Participation within the system is partly, as I have said, a function of economics, and to a certain extent of taste also. Moreover, this second criterion is becoming truer and truer on the European dimension.

My point, which I apologise for labouring, is that a continuum of higher and further education opportunities should be reflected in a single system which provided a spectrum of examination success. Mark Carlisle has begun to accept this at 16 plus but he has now flatly rejected it post-16.

The A level and perhaps I level route, is to be wholly unconnected with the new 17 plus exam which is specifically for sons of toll rather than study. At least when the CSE was introduced, it was done with a slight degree of level linkage.

Perhaps the most difficult argument at the centre of all our decisions revolved round our attitude to "planning" not "forecasting" which we rather approved of, but "planning". Now we received much evidence of past failure in teacher and medical manpower; but we came to the somewhat Thatcherite, at first sight, conclusion, that in higher education consumers (students, that is, rather than employers) are the most important, and certainly very much cheaper.

The provisos are crucial: free flow of information and equality of competition within equitable cash limits. At the moment we have neither; the DES record on statistics is pathetic, and equality of competition is violated for the students by the distinction between mandatory and discretionary grants and for the institutions by the binary system.

So we haven't just advocated competition. I hope we've made the point pro quo sufficiently clear also. And just as a postscript we've nothing against Richard Bird and his new role at the DES—it would be nice to think that we'd contributed to the new comprehensive nature of it.

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Don's diary

Sunday

It was as the cab thumped and clunked uphill on East 86th Street that I had my first encounter with the phenomenon: there in the Sunday evening dusk was a tall, blonde girl, headphones blocking the snarl of the traffic, roller skates lifting her clear of the kerb to kerb tin, as she glided backwards between the lines of traffic, keeping God knows what appointment with fate down towards the East River. I was only in New York for a couple of days on my way to McMaster University and its Bertrand Russell Archives, but they were two days, in which I never saw a mugger, hardly a cocaine pusher, and certainly no more than two or three dozen whores, but had to fight for my life beneath the wheels of crazed cyclists and wild skaters.

Wednesday

The train to Toronto is a rather less adrenalin-arousing form of alternative transport. It takes a bit over 12 hours to cover a bit less than 450 miles, and probably does not do it at all by now, since the Toronto, Hamilton and Buffalo Railway Company had already plastered all the carriages with notices to the effect that their losses were so out of proportion to any good they were doing that they were packing it all in, rather like the tide; the Hudson valley is impressive enough and the train is rarely more than 20 feet from the river; the last part of the ride, along the shores of Lake Ontario, is like the Fens only more so. I find myself in Toronto at the Jewish New Year; my friends are engaged in a Rosh Hashanah, the "Day of Atonement" threatens to be a day for Alka Seltzer as well as mutual apologies.

Friday

Seriousness finally breaks out when I get to McMaster—well, not all at once, since I arrive just as the builders repairing the asphalt roof of the building housing the editors of Russell's papers contrive to set their tar barrel on fire; much gallows humour, but only \$500 damage and none to editors or papers. Working in the Russell archives is a tremendous treat to the unscholarly like myself. It's not just that it's fun to read things in manuscript and to find (a few) things that never got published, and in which nobody else seems to see the point. It's more that the company is so good; the preservation of papers seems to be a good way of preserving academics.

Ken Blackwell, who was largely responsible for getting the Russell papers to McMaster in the first place, turns out to be a mere youth who none the less is a walking genealogy and bibliography of the social and intellectual history of twentieth century England. His assistant, Carl Spadoni, will either develop a Charles Atlas physique or frightful backache chasing things up for me.

Monday

What I have come for is to see whether my ambivalent view of Russell's stature as a writer on social and political subjects is much modified by close inspection of the planners' earliest drafts. Much, though it is a bit altered. It's clear that by 1919 both Russell and his readers took his politics more seriously than he ever let on in his Autobiography; he plainly could have had an enormous impact on British politics in the 1920s if he had chosen to, and it's not quite clear why or how he blew it. The whole business raises some interesting questions about how to write intellectual history, since the interplay of his temperament and his ideas requires both some fastidiousness and some boldness in the interpreter. It's good to spend lunchtimes in the McMaster faculty club chewing over the issues with Dick Ravetz and Louis Greenstein who are both involved in putting

together Russell's complete works, and who are fussed about just the same things as I am.

Wednesday

Canada is in an odd state. There seems to be a semipermanent postal strike; the postal workers are not like Tom Jackson's troops—they are self-ascribed members of the industrial vanguard, and regard it as their mission in life to warm up the conflict of capital and labour whenever it shows signs of cooling; but they actually won their last fight, and now have no *casus belli* of their own.

On the other hand, the public service workers—clerks mostly, women mostly, and badly paid universally—are on strike, and see their strongest card as the interruption of postal services. The post office workers are not unwilling to honour a picket line when they see one, and so there is a good deal of intermittent, localized and unofficial interruption.

This provides a background to the grand constitutional punch-up between Pierre Trudeau and the premiers of Canada's provinces. He wants to write in both a strong Bill of Rights and a lot of economic powers for the central government into the new constitution which will replace the British North America Act; they want all sorts of things—not to have to provide schools for French speakers, and not to have to part with provincial oil and gas, among others.

It is hard to know what to say when asked about British attitudes—Canadians are used to being absolutely ignored both by Britain and the United States, but it seems decidedly rude to get your feet under someone's dining table and then say too brutally that nobody gives ainker's cuss about the fate of the BNA Act. The openness of the arguments, however, is a shining contrast with our recent arguments over devolution, and the belief in the educability of the public more shaming still.

Friday

Back on the road, and off to Montreal. Scarcely there long enough to do more than form a great affection for the bars and restaurants, and for the local habit of deserting the centre city streets until 11 pm. Driven to my train by a violently anti-Francophone Francophone, who maintains that propriety has vanished for ever, because it takes three French speakers to do one man's work, and so all the firms have moved out of Quebec. What he would like to do is work in a disco, so perhaps his views are biased.

Sunday

The trip to New York for the return journey is something of a blur—a combination of giving lectures to new audiences and ingesting great quantities of seafood and the predictable metabolic results. But highlights stick in the mind—oysters in Baltimore the size of spring chickens, the beginnings of an understanding of baseball after hours of watching some amazing fielding by the Phillies, the brightness of students at Harvard who somehow combine the qualities of Keats and New York at their best, and more near-misses from madmen on their cycle.

Indeed I hear that New Yorkers, long oblivious to sirens, gongs, hooters, bells, flashing lights and suchlike, now respond to only one stimulus—the cry of "Killer Bites" as some hyped-up messenger and his slashing ten-speed come out of your blind spot and prepare to mow you down.

Alan Ryan

The author is a fellow at New College, Oxford.

the first 1000

